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ABSTRACT

This self-study, conducted as part of the Kirkwood Community College's accreditation process, begins with responses to the concerns of the 1989 North Central Association (NCA) consultant-evaluators' report (which expressed concern about the adequacy of the Kirkwood fund balance, the level of support for institutional research, and the library's capacity to keep up with enrollment growth) and to the 24 NCA General Institutional Requirements. The five central chapters of this report focus on each of the five NCA criteria for accreditation: (1) mission and purposes; (2) resources; (3) accomplishment of purposes; (4) advancement; and (5) institutional integrity. In summary, this 1999 Kirkwood Community College Self-Study has demonstrated that the college satisfies all of the General Institutional Requirements for accreditation and that it fulfills each of the five criteria for re-accreditation: (1) the college has clear and publicly stated goals and purposes; (2) the college has effectively organized human, financial, physical, and technological resources in order to accomplish its purposes; (3) the college is accomplishing its educational and other purposes; (4) the college has provided evidence that it can continue to accomplish its purposes and strengthen its educational effectiveness; and (5) it has demonstrated integrity within the organization, with students, and with external constituents. Appendices include Basic Institutional Data Forms and other resources referred to in the five chapters. (VWC)

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SELF STUDY

Kirkwood Community College

Self-Study Logo

The Kirkwood Self-Study logo was designed by student Michael Campbell in a Fall 1997 Design class. Entitled "Flight," the design is built upon the unity of the circle form, but interpreted in a new and original way that suggests movement and departure from conventional boundaries.

Self-Study Design

The cover, chapter dividers, tabs, and page layout were designed and executed by a student team from Kirkwood's Spring 1999 Graphic Communications – Production Techniques class. Members of the team were Tammy Barnes, Daryl Larson, Roberta Tigges, and Christine Ward. The team expressed the self-study logo as a puzzle, each piece building on the last to present Kirkwood Community College as a whole. By placing the logo against the backdrop of a sky, the team suggested the broadening horizons of higher education.

Photography

The photographs in the self-study are by Matt Wendling, a 1998 Kirkwood graduate who is studying journalism at the University of Iowa while concurrently enrolled in Photography Projects classes at Kirkwood. The photographs retain the design concept while presenting familiar Kirkwood sites in an unfamiliar way.

Dedication

The Steering Committee of the 1997-99 Kirkwood Community College Self-Study dedicates this report to the Kirkwood pioneers—leaders, teachers, and learners—whose vision and labors transformed a cornfield into a community college. We honor them, not to revere the past, but because their example compels us to shape Kirkwood's future with the same courage, confidence, and commitment that they invested in shaping its present.

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During the month of April, a draft of the self-study was available for college-wide review. The Steering Committee would like to recognize the assistance of the following people, whose service to the self-study as reliable readers was invaluable in improving the accuracy and comprehensiveness of the report.

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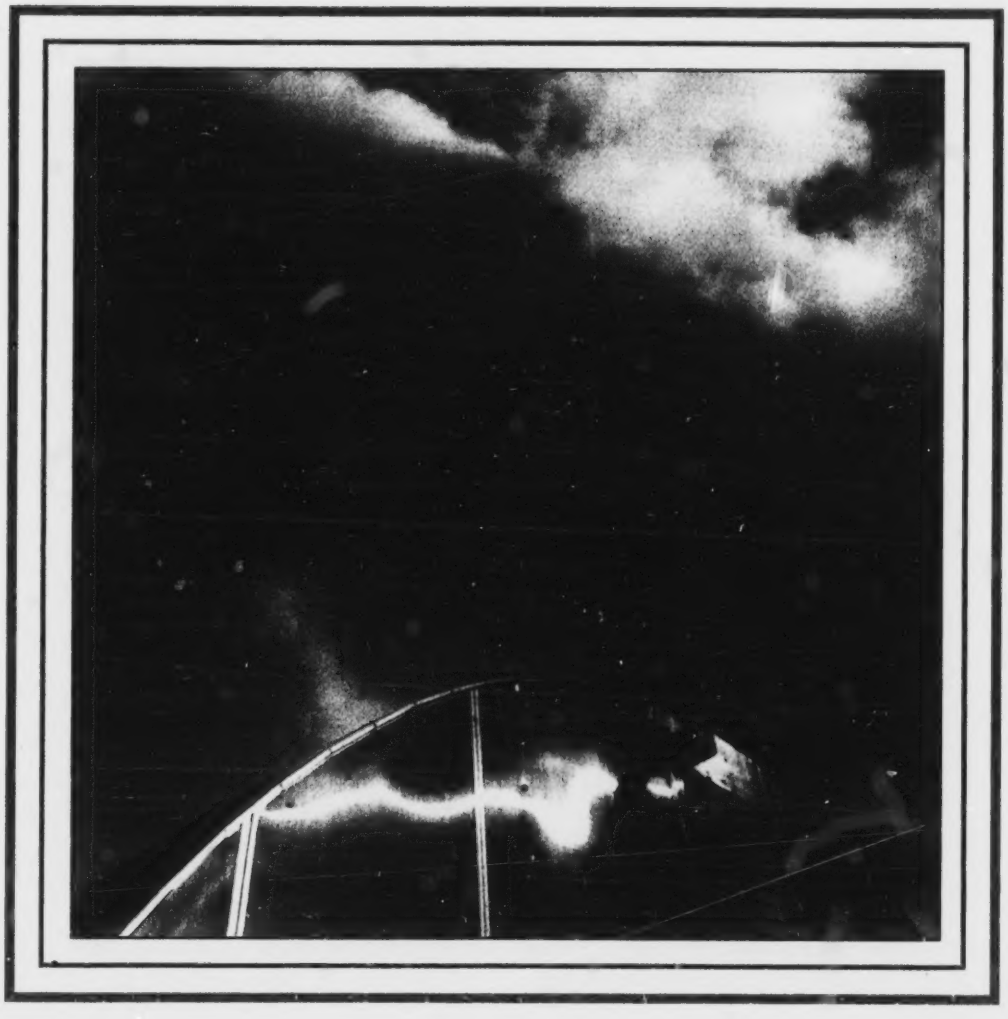
Introduction



Kirkwood • Cedar Rapids Campus • Greenhouse behind Floriculture/Horticulture Building

Introduction

"In creating, the only hard thing's to begin; A grass-blade's no easier to make than an oak."
—James Russell Lowell

In August, 1966, one month before 199 students entered Kirkwood Community College to take the first classes ever offered at the college, the original members of the college Board of Trustees expressed as a guiding principle this belief:

". . . ***that the problems of our society and of the world can only be met by a well educated citizenry who will be capable and willing to rise to the challenge of a high level of personal and civic performance. The Community College of Merged Area X*** **(later named Kirkwood Community College)** ***is therefore obligated to provide programs which will enable each individual in attendance to become all that he is capable of being."***

Much has changed since those words were written. The problems of society have changed; the development of a broad worldview has become even more important; our language has become more inclusive; and the college's enrollments have grown to over 11,000 students. But two elements of Kirkwood's first guiding principle remain as strong today as in 1966: a keen sense of institutional obligation to students and community, and the commitment to enabling students to become all that they are capable of being.

Kirkwood Community College is a publicly supported two-year college serving a seven-county area in east central Iowa. It is the fourth largest institution of higher learning in Iowa. As a comprehensive community college, Kirkwood provides college transfer, adult education, and vocational-technical curricula through more than 60 Applied Science and Technology programs, 16 Career Option programs and 48 Arts and Sciences major areas as well as a wide variety of community education, customized job training, and high school completion classes.

Accreditation History

On October 10 and 11, 1966, a North Central Association consultant made the first NCA visit to Area Ten Community College. He provided a favorable report that made the college eligible to receive funds from federal sources.

In November 1967, Area Ten Community College was granted "correspondent" status, which indicated that the institution had evidence of sound planning and the resources to

implement these plans and intended to work toward accreditation.

On May 1, 1968, Area Ten Community College applied for NCA candidacy, with the understanding that after candidacy status is granted, it normally takes a college three years to receive full membership and accreditation. On August 6, 1969, NCA accepted the self-study as application for NCA membership but "felt that the advisability of authorizing an examination for accreditation at this time was uncertain if not inappropriate."

On September 11, 1969, the decision was made to seek full accreditation in spite of the cautionary statements made by the NCA Executive Board. This was a bold move, for if the college were turned down, it would have to wait three years before reapplying for accreditation. Nevertheless, the Kirkwood staff was confident that they had "not misjudged ourselves either too highly or too lowly," and stated their desire to proceed.

On April 8, 1970, Kirkwood received full accreditation after three and one half years instead of the seven years customarily needed to complete the process. It was apparent to all members of the examining team that Kirkwood was "a college on the move." "Very few community colleges," the 1970 NCA report states, "even the long established ones, have taken so seriously the meaning and possibilities of the word 'community'. This college offers courses of all types and is apparently willing to accept the challenge of any community need anywhere in its far flung area."

On June 25, 1980, Kirkwood received a full ten-year re-accreditation, along with a concern to "pursue the planning and implementation of a project to deliver instruction via television with cautious vigor."

Finally, on October 18, 1989, the NCA visiting team reported that it "had every reason to believe that Kirkwood will continue to accomplish its purposes over a long period of time because of such strengths as 1) excellent leadership, 2) community support, 3) more than adequate human and physical resources, 4) effective administrative organization, and 5) a pervasive inclination toward intelligent innovation." The next visit was scheduled for 1999.

The 1997-99 Self-Study

Since August of 1997, Kirkwood Community College has been engaged in a self-study process involving a comprehensive examination of its many programs and services. The self-study objectives are to:

- Examine our institutional effectiveness as it relates to our mission, NCA's criteria, and the accreditation guidelines of the State of Iowa
- Identify our strengths, concerns, and recommendations based on patterns of evidence
- Provide information and processes that can help us continually improve as an institution
- Provide a comprehensive report that will be useful to the college and the community
- Obtain continuing accreditation from NCA and the State of Iowa

Almost 90 Kirkwood employees—staff, faculty, and administrators—served on self-study committees; many others, including students, assisted in the process by providing information or technical expertise. A Kirkwood student designed the self-study logo, students in a graphic communications class developed proposals for the format of the report, and a student took the photographs that introduce each section of the self-study.

The self-study steering committee laid the groundwork for the self-study during the fall 1997 semester. After a college-wide kick-off in January 1998, five self-study committees, each focusing on one of the five NCA criteria, reviewed existing data, collected new information, analyzed information, and drafted reports that would eventually become this self-study document. In spring of 1999, a draft of the self-study was circulated and made available on the college Web site for college-wide review. Suggestions from faculty, staff, and students were used to make the report more accurate and comprehensive (RD10401).

The self-study begins with responses to the concerns of the 1989 NCA consultant-evaluators' report and to the NCA General Institutional Requirements. The five central chapters of the report focus in turn on each of the five NCA Criteria for Accreditation. Appendices include Basic Institutional Data Forms and other resources referred to in the chapters. An extensive collection of resource documents is available in the Resource Room and many of these are referred to in the self-study by their Resource Document number (e.g., "RD1000"). A card index and listing of all of the documents used during the self-study is located in the Resource Room and may be accessed on the h:/faculty drive under "slfstudy/resource." A list of Resource Documents is also included in the appendices.

1989 Concerns

The current self-study process has provided many occasions for pride in Kirkwood's strengths, for reflection on its history, for constructive consideration of its problems, and for confidence in its future. It has also been an occasion for reviewing and responding to the three concerns that were expressed by the team of consultant-evaluators who visited the college in 1989: 1) the adequacy of the Kirkwood fund balance, 2) the level of support for institutional research, and 3) the library's capacity to keep up with enrollment growth. We will report here on Kirkwood's response to those 1989 concerns. In observing the 1989 report, the 1999 self-study coordinators noted that in addition to acting on the three concerns expressed by the 1989 evaluation team, Kirkwood also acted on 15 of the 17 "advisory suggestions" mentioned in the team's report; and has maintained or improved upon 19 of the 22 "strengths" cited by the 1989 team.

1. The visiting team expressed the following concern about Kirkwood's fund balance:

The fund balance in Kirkwood's general unrestricted fund is not being maintained at a level adequate to address the cash flow demands of the institution. The financial practice of virtually uninterrupted short-term borrowing to facilitate liquidity requirements needs to be addressed and corrected.

Following the team's visit, the Kirkwood Board of Trustees committed the college to raising the fund balance by approximately $250,000 each year until the college attained the goal of having a fund balance equal to one month's expenses, in keeping with General Accepted Accounting Practices (GAAP). The college is now very close to achieving this goal. At the end of the 1998 fiscal year, June 30, 1998, the unrestricted fund balance was $3,201,146, with unrestricted fund expenditures of $41,737,188 (7.7%). The college was able to eliminate short-term borrowing because of the state's adoption of GAAP standards for its budget, which in turn changed the way in which funds to community colleges were distributed. Evidence that this concern has indeed been addressed and corrected can be found in a record of steady

improvement in the college's Moody's rating, from a low of "Baa" in 1989, to an "A" in 1994, to "A1" in 1995 and 1998 (RD10401).

2. *The 1989 visiting team's second concern was about institutional research:*

An effort needs to be made to create a better organized and more thorough program of institutional research at Kirkwood in order to assess the effectiveness of programs and services and in order to plan for future growth and development.

In 1989, institutional research at Kirkwood was a minor part of the duties of the Dean of Student Services, consisting mainly of providing required federal and state reports and other data requested by the college president. In 1991, this person's responsibilities were redefined as exclusively institutional research, and in 1992, a new Director of Institutional Research was added. Under the leadership of the new director, institutional research took on several new dimensions that improved the program's organization and increased its visibility and usefulness.

In addition to fulfilling its former role of highlighting college activities by department, the *President's Annual Report* became an instrument for reporting institutional data, summarizing assessment activities, and communicating advancement plans. The American Association of Community College's (AACC) core indicators of institutional effectiveness were adopted as the framework for the "Kirkwood—an Improving Institution" section of the report. Each year the report is presented to all college employees and the Board of Trustees prior to the start of the fall semester. (The Kirkwood self-study will serve this function in 1999.)

Kirkwood has become a state leader in institutional research. Kirkwood's institutional research director produces an annual series of statewide comparisons of higher education institutions for community college presidents across the state. Kirkwood spearheaded development of a statewide student tracking system contracted with ACT to track transfer students for the purpose of documenting transfer activity for student right-to-know reporting. Two future goals of the tracking system are to include private colleges in the system and to develop a predictive model of student success for transfer students.

The Institutional Effectiveness Measurement Committee was formed in 1994 to assist the institutional research director in identifying and responding to institutional data needs. The committee's major role is the design and administration of biennial college-wide surveys of students, faculty, and staff. Information from the 1995 and 1997 surveys has been shared and used across the college, and will be frequently cited in this report. The 1999 survey reports were not available in time to be used in the self-study, but they will be available in the Resource Room for our October team visits.

In 1996, the Director of Institutional Research became the Director of Enrollment Services and Institutional Research, a position that allows for greater consolidation of research reports such as enrollment data, section status information, admissions reports, and post-secondary enrollment data. In 1997, a new position, Director of Academic Research, was added to assist the Instruction Branch with program review, placement effectiveness data, assessment of student learning, and general education assessment. Institutional effectiveness research and continuing education research requests (which have increased to include several thousand student surveys

each year) remain with the Director of Enrollment Services and Institutional Research.

Requests for data and receptiveness to research reports as a critical means of informing decisions are on the increase in all areas. Individual and departmental requests for data to help inform curriculum changes are increasing. New management information such as section full reports, placement monitoring reports, centralized administrative evaluations, and program review surveys have become standard. Special requests related to curriculum and instruction review and assessment, technology impact studies, surveys of special employee groups, and others are increasing. Each self-study committee was provided with the assistance of one of the research directors, and the practice of using the *President's Annual Report* as a "mini self-study" (as Mary Breslin of NCA put it) will continue after the self-study/accreditation process has ended.

3. *The third concern was about the Kirkwood library:*

When the developmental areas of the second floor of the Learning Resource Center are moved to a consolidated location in 1990, some current problems will be solved: (1) the number of student study places will increase and (2) additional shelving will become available. If, however, the current level of funding for the book and periodical collection remains substantially the same the LRC will be unable to meet the needs of Kirkwood's students and faculty.

There have been a number of changes in the Kirkwood Library (formerly called the Learning Resource Center) since the date of the last NCA visit in 1989. The library on the Cedar Rapids campus has been physically rearranged, book and periodical expenditures have been substantially increased, a new library has been opened at the Iowa City Center, and both libraries have been automated. All of these changes reflect the College's commitment to improve the library and information services available to students and faculty and to address the concerns expressed by the NCA team in 1989.

The rearrangement of the Cedar Rapids campus library in 1990 resulted in increased seating and study space for students on the second floor of the library. Study space for 166 with additional seating in the video distribution and deaf interpreters areas is available on the second floor of the library. In direct response to student requests for more quiet study space on campus, the second floor of the library has been designated as a quiet study area and is equipped with group study rooms as well as individual study space. The first floor provides open seating for 90 with additional seating for 16 at computer terminals and microform reader/printers. The rearrangement has allowed for a more logical arrangement of the library's collections, with circulating collections located on the second floor and non-circulating items and public service areas located on the first floor. Finally, the increased space has allowed the library to accommodate interactive workstations for the Deaf Interpreters program on the second floor and to create a better teaching area for the Paralegal/Legal Assistant program on the first floor.

Book expenditures for the Cedar Rapids library have increased from $30,000 in FY 89 to highs of $50,000 in FY 93 and FY 96. The average book expenditure on the Cedar Rapids campus was $44,263 from FY 90 through FY 98. Iowa City library book expenditures have risen from $3,000 in FY 93 to $11,000 in FY 98. The average expenditure for both campuses for FY 93 through FY 98 is $55,244.

While the number of volumes in the Cedar Rapids collection has been increased by 6,000 since the last NCA visit, this represents only a portion of the library's book purchases. In order to keep the collection up-to-date and to meet curricular needs, out-dated and damaged books are continuously deleted and new titles are added. The collection will continue to range between 56,000 and 60,000 volumes. There are currently 4,217 volumes in the Iowa City collection. Two new collections have been added to the Cedar Rapids library—a faculty reserve video collection of nearly 400 videos and an art slide collection for faculty and classroom use.

Periodical expenditures have also increased, from $11,000 in FY 89 to $23,000 in FY 98 on the Cedar Rapids campus and to an FY 98 total of $5,300 in Iowa City. The periodical collections of both libraries are extended by a subscription to an on-line periodical database, *Expanded Academic Index*, which furnishes indexing to 1,900 general interest and scholarly journals. Nine hundred of these periodical titles are available in printable full-text format to students at the Cedar Rapids and Iowa City libraries and at Kirkwood's other centers via the library's electronic magazine database. The FY 99 consortium subscription price for *Expanded Academic Index* was $5,166.

The greatest increases in library services have come about as a result of automation. The library catalog (the complete holdings of the Cedar Rapids and Iowa City libraries) and *Expanded Academic Index* are available via computer to students within the libraries as well as to students at the centers and to faculty members in their offices. Automated library systems offer powerful tools for students doing research. Availability at remote sites ensures a more complete educational experience than was possible with the traditional document delivery system where not only the material, but also the research was provided by a librarian at the Cedar Rapids library. The library staff has developed computer-based tutorials for distant students on the use of the automated library system and the magazine database. Internet access and telephone support from reference staff increase the library's accessibility to all students.

GENERAL INSTITUTIONAL REQUIREMENTS

GIR1: It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

RESPONSE: The college mission statement underwent comprehensive college-wide review in 1992-93 and was approved in its current version by the Board of Trustees in April 1998. The statement includes the declaration that the college is an institution of higher education. The mission statement is published prominently in the college catalog, on employees' business cards, and on other institutional documents. The mission statement is framed and posted in all in offices and resource centers. A brochure describing the college mission, goals, expanded goals, vision, and values was distributed to all faculty and staff at the President's annual report to the college on August 21, 1998, and is distributed to community groups whenever a general profile of the institutional mission is useful. The purposes that support the college mission are published in the *President's Annual Report* and are periodically updated (RD2001H). They are presented in Appendix C.

GIR2: It is a degree-granting institution.

RESPONSE: Kirkwood Community College offers the Associate of Arts, Associate of Science, and Associate of Applied Science degrees. The college also offers diplomas and certificates of completion in career education programs.

GIR3: It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education whenever it conducts its activities.

RESPONSE: Kirkwood Community College (Merged Area X) was organized in 1966 following the 1965 passage of enabling legislation. Authority to award degrees is vested in the governing body of the district, subject to statutes and rules published by Iowa's Department of Education.

Kirkwood Community College operates under the provisions of Chapter 260C of the Code of Iowa, which established the enabling legislation that provided for the creation and operation of Iowa's community colleges. The college is in compliance with legislative rules and standards promulgated by the Department of Education (RD1107).

GIR4: It has the legal documents to confirm its status: not-for-profit, for-profit, or public.

RESPONSE: Kirkwood Community College is a public, tax-assisted institution as defined by Chapter 260C of the Code of Iowa. Its status as a public entity is documented in 260C.16 of the Code of Iowa, Chapter 260C, which established Iowa community colleges and outlines the jurisdictional authority of the State Board of Education and the director of the Department of Education over the community colleges. The many duties of the community college governing board and the corresponding requirements for operation and programming are also outlined in this chapter of the Code of Iowa (RD1107).

GIR 5: It has a governing board that possesses and exercises necessary legal power to establish basic policies that govern the institution.

RESPONSE: Kirkwood Community College is governed by an independent, elected, locally autonomous Board of Trustees. It is the responsibility of the Board of Trustees to establish college policies in accordance with its mission and consistent with the authorization given in the Constitution and laws of the State of Iowa.

GIR 6: Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

RESPONSE: The Board of Trustees is composed of nine members, elected by the public from director districts within the seven-county region. Each member must be a resident of the district from which he or she is elected. No member may serve on the Board of Trustees who is a member of a Board of Directors of a local school district or of an Area Education Agency. Each member is elected for a term of three years, or to complete the unexpired term of a regularly elected

member. Terms expire on the first regular meeting of October, and members qualify by subscribing to the oath of the office prescribed in Section 277.28 of the Code of Iowa (RD1107).

The trustees operate under a code of conduct, a code of ethics, and a code regarding conflict of interest that are described in the college's board policy manual, found within the *Trustee Handbook*, located in the Resource Room (RD1109). In addition, each board member must file a form disclosing any potential conflict of interest prior to election. A review board would deal with a case of conflict of interest occurring after a member has been elected. In addition, the State Code of Iowa includes guidelines for conduct for all elected officials, which includes the Kirkwood Board of Trustees. A biography of each board member is available in the *Trustee Handbook* (RD1109).

GIR 7: It has an executive officer designated by the governing board to provide administrative leadership for the institution.

RESPONSE: Kirkwood Community College has an executive officer, the college President, appointed by the Board of Trustees. It is the President's responsibility to provide administrative leadership, advice, and counsel to the Board of Trustees; to recommend and enforce rules established by the Board of Trustees; to enforce standards of operation and perform duties assigned by the Board of Trustees; and to delegate authority when necessary. The current president is only the third individual to serve as executive officer since Kirkwood opened in 1966. He has served as President of Kirkwood since 1985.

GIR 8: Its governing board authorizes the institution's affilialtion with the Commission.

RESPONSE: The Commission first accredited the college in 1970. Continuing accreditation at the associate degree level was granted in 1980 and in 1990.

GIR 9: It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

RESPONSE: Faculty members at Kirkwood Community College have earned degrees from accredited institutions appropriate to the level of instruction Kirkwood offers and to the degrees, certificates, and diplomas it awards. Eighty-seven per cent (87%) of Kirkwood full-time and adjunct faculty hold degrees higher than Associate degree. Faculty teaching transfer courses hold at least a master's degree. The Human Resources office maintains personnel files for all full-time faculty and information files, including degrees earned, for part-time faculty. Personnel files of adjunct faculty are maintained in the departments. All faculty meet the licensure requirements of the State of Iowa and are required to keep their license current. A list of the educational qualifications of full-time faculty is located in the Resource Room (RD5107) and also outlined in the Basic Institutional Data forms.

All full-time faculty members are required to be licensed by the State of Iowa. Part-time faculty must meet licensing criteria of the Iowa Department of Education.

HIGHEST DEGREE EARNED—FULL-TIME FACULTY						
	Diploma, Certificate, or None*	Associate*	Bachelor's	Master's	Specialist	Doctorate
Professor	6	6	28	44	2	13
Associate Professor	3	3	5	22		7
Assistant Professor	1	2	3	16		6
Instructor	1	7	7	19		5
Undesignated rank			3	10		
TOTAL	11	18	46	111	2	31

*Faculty holding associate degrees, certificates, diplomas, or no degree teach non-transfer courses. These faculty are required by Iowa law to have an equivalent number of years experience (6,000 hours) in the occupational field in which they are teaching.

Incentives to pursue additional course work are provided for all full-time faculty in the form of professional renewal units that lead to salary increases, through professional development funds that can be applied to tuition costs, and through college collaboration on licensure with the state universities and the Department of Education.

Adjunct faculty must meet the same degree requirements as full-time faculty. In the fall semester of 1998, 22 adjunct faculty held diplomas, certificates, or no degrees; 26 held Associate degrees, 93 held bachelor's degrees; 170 held master's degrees; five held Specialist degrees, and 54 held doctoral degrees.

GIR 10: A sufficient number of the faculty are full-time employees of the institution.

RESPONSE: Kirkwood Community College employs 219 full-time faculty (college credit classes, fall semester, 1998) and between 370 and 400 adjunct faculty. From 58% - 60% (depending on the semester) of the credit hours offered by Kirkwood are taught by full-time faculty. The FT/PT ratio is carefully monitored by the Vice President of Instruction.

GIR 11: Its faculty has a significant role in developing and evaluating all of the institution's educational programs.

RESPONSE: Kirkwood Community College faculty are integrally involved in the design, establishment, evaluation, and revision of all educational programs. New course and/or program proposals are developed by faculty, approved by faculty/administration committees, and presented to the Kirkwood Board of Trustees for approval. They are then periodically reviewed and evaluated within departments and by the Curriculum and Instruction Committee of the Arts and Sciences Division or the Career Program Assessment Committee of the Applied Science and Technology Division. The majority membership of both committees is faculty.

The Curriculum and Instruction Committee, which oversees all courses for the Arts and Sciences Division and comprises faculty representatives from each department, meets monthly to approve new courses, approve changes in existing courses, and participate in the review of existing courses by department on a rotating basis (Committee Bylaws, RD5100).

The Applied Sciences and Technology Division has established a Career Program Assessment Plan to maintain a systematic process for evaluating applied science and career option programs. The process is faculty driven and provides evaluation to division programs while also meeting requirements of the Iowa Department of Education. (Career Program Assessment Plan, RD5114C).

Faculty are heavily involved in several other governance, operations, and oversight committees. These committees include, among others, Academic Policies and Procedures, Adjunct Faculty Advisory, Communications Council, General Education, Faculty Professional Development, Instructional Technology Advisory, Interdisciplinary Assessment, Advancement, and Diversity.

GIR 12: It confers degrees.

RESPONSE: Kirkwood Community College awards degrees of Associate in Arts, Associate in Science, and Associate in Applied Science, names that are recognized and recommended by the American Association of Community Colleges. It also confers vocational diplomas and certificates. A complete description of degree, diploma, and certificate requirements may be found in both the college catalog and online catalog (RD5112A, 5112B).

GIR 13: It has degree programs in operation, with students enrolled in them.

RESPONSE: The college offers a total of 61 two-year programs that lead to a degree and have received approval by the Iowa Department of Education. Students are enrolled in each program. A Program Viability Committee exists to review programs when declining enrollments or other concerns suggest a need for such review (RD5111C).

GIR 14: Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

RESPONSE: Kirkwood Community College provides a college-level education that prepares students for transfer to four-year colleges or for employment and provides the

opportunity to pursue cultural, academic, and vocational interests.

Kirkwood's educational programs are not unique to the college and are based on recognized fields of study at the post secondary level as evidenced by their requirements. The college's print and online catalogs list and describe all degree programs (RD5112A, 5112B).

GIR 15: Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

RESPONSE: Kirkwood Community College offers the Associate of Arts, Associate of Science, Associate of Science Career Option, and Associate of Applied Science degrees. Each degree requires credits as determined through articulation with senior institutions and in accordance with state guidelines.

GIR 16: Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

RESPONSE: General education at Kirkwood Community College is manifested in both curricular patterns and in cognitive experiences that are consistent with the college's mission. All two-year degree programs and diploma or certificate programs of substantial length have general education distribution requirements, as described in the college catalog.

Each associate degree program includes a core of general education requirements that provide a breadth of knowledge, develop intellectual skills, and foster values and attitudes appropriate for working and living in a diverse world. The outcomes of general education at Kirkwood include acquisition of knowledge; application of knowledge to decision-making; ability to solve problems; development of reading, writing, speaking, and computation skills; exercise of creative and productive expression; understanding of the rights and responsibilities of citizenship; clarification of personal and community values; awareness of other cultures; openness to new ideas; and attainment of skills for further improvement.

Beyond the distribution requirements, Kirkwood expects that the general education goals and objectives be reinforced in cognitive experiences throughout the curricula of the various associate degree programs. The General Education Assessment Team, composed of faculty, is responsible for defining, monitoring, and assessing Kirkwood's general education goals and objectives. The General Education Assessment Team reports to the Interdisciplinary Assessment Steering Committee, of which the Vice President of Instruction is a member.

GIR 17: It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

RESPONSE: Kirkwood's admission policies are consistent with its mission to provide accessible education and training to all individuals with either a high school diploma or its equivalent, as determined by the General Education Development (GED) test program.

The open door policy, which permits adults 18 and over to apply and be accepted regardless of past academic achievements, is stated in the college catalog, along with application procedures. English language proficiency requirements and residence qualifications are also described. The catalog also includes a complete description of student services such as financial aid, developmental education, counseling, and veterans services. Admission requirements for younger students (i.e., those under 18 years of age) have also been developed.

Admission to the college does not, however, ensure admission to all programs offered. The college reserves the right to guide placement of students on the basis of counseling, examination, pre-enrollment interviews, and past academic achievement. In an attempt to place students in the appropriate courses and provide sound advising, the college requires students to take the COMPASS or ASSET placement exam or submit ACT scores. On the basis of their test scores, students are placed in the appropriate writing courses and advised as to math and reading course selection. Generally, admission to programs is granted on a continuous basis as applicants complete required admission procedures.

GIR 18: It provides its students access to those learning resources and support services requisite for its degree programs.

RESPONSE: Kirkwood Community College students have access to library services and materials, the college bookstore, the writing center, computer labs, and the math lab. They also have access to a variety of learning resources and support services. These include academic and career counseling services, Student Life, the Returning Adult Student Organization, student advocacy services, Iowa New Choices, Project Start, and others. The Developmental Education Department offers advising, testing, and transfer services, along with developmental classes, services to students with disabilities, the Skill Center, Student Support Services, and tutor programs.

Student services also include Financial Aid, Admissions, Enrollment Services, Veterans Affairs, and Vocational Rehabilitation. Additional support services administered by Kirkwood are the Iowa Workforce Development Regional Center, Promise Jobs, JTPA, and Workforce Development. Outreach services and support are provided by the Heritage Agency on Aging, Marketing Services, the college radio station (KCCK-FM), cable services, Media Services, and the off-campus centers.

GIR 19: It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

RESPONSE: Kirkwood Community College is audited annually by the Iowa State Auditor's Office in accordance with generally accepted auditing standards, Chapter 11 of the Code of Iowa and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States (RD3001 A,B,C,D,E). The audit report contains supplemental information required by the U.S. Office of Management and Budget Circular A-133 for purposes of additional analysis by agencies from which the college receives funding.

GIR 20: Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

RESPONSE: Kirkwood Community College's financial documents demonstrate an appropriate allocation and use of resources to support its educational programs (RD3001 A,B,C,D,E). Expenditures (detailed in Chapter Two) demonstrate a commitment to the educational function and an appropriate allocation of funds to the various other functions of the college that supports the college mission of educational access and quality.

GIR 21: Its financial practices, records, and reports demonstrate fiscal viability.

RESPONSE: Kirkwood Community College's financial practices, records, and reports demonstrate fiscal viability (RD3001 A,B,C,D,E). For the year ended June 30, 1998, the last year for which reports were available in preparing this self-study, Kirkwood received an unqualified opinion on the presentation of the financial statements and no adverse findings or questioned costs were noted in the report. (RD3001F).

GIR 22: Its catalog or other official documents includes its mission statement along with accurate descriptions of: educational programs and degree requirements; learning resources; admissions policies and practices; academic and nonacademic policies and procedures directly affecting students; charges and refund policies; and the academic credentials of its faculty and administrators.

RESPONSE: Kirkwood's 1999-2001 catalog (RD5112A,B,C), the primary institutional publication, includes the institution's mission statement and provides accurate descriptions of its educational programs and degree requirements. The college's Internet home page and online catalog also provide this information. Learning resources are published in the catalog, on the Internet, and in the *Student Handbook*. Admissions policies and practices can be accessed through the catalog, Internet, view book, and credit class schedule. Academic and nonacademic policies are published in the catalog and *Student Handbook* and on the Internet. Policies concerning tuition charges and refunds are available through the catalog, Internet, and credit class schedule. The refund of tuition policy is printed on the "Individual Course Changes" form, which is available through Enrollment Services and the Advising, Testing, and Transfer Center. The college catalog and Web page describe the academic credentials of Kirkwood's administrators and faculty.

GIR 23: It accurately discloses its standing with accrediting bodies with which it is affiliated.

RESPONSE: Kirkwood's 1999-2001 catalog cites within in each program description the appropriate accreditation information for all programs that are externally accredited by professional organizations. Full documentation of external professional program accreditation is maintained in the office of the program department or coordinator.

GIR 24: It makes available upon request information that accurately describes its financial condition.

RESPONSE: The college's annual financial reports are available upon request from the Business Services office in Kirkwood Hall. Information on the financial status of the Foundation and Facilities Foundation is available from the Foundation office and the President's office. Reports from the last five years are available in the Resource Room (RD3001 A,B,C,D,E).

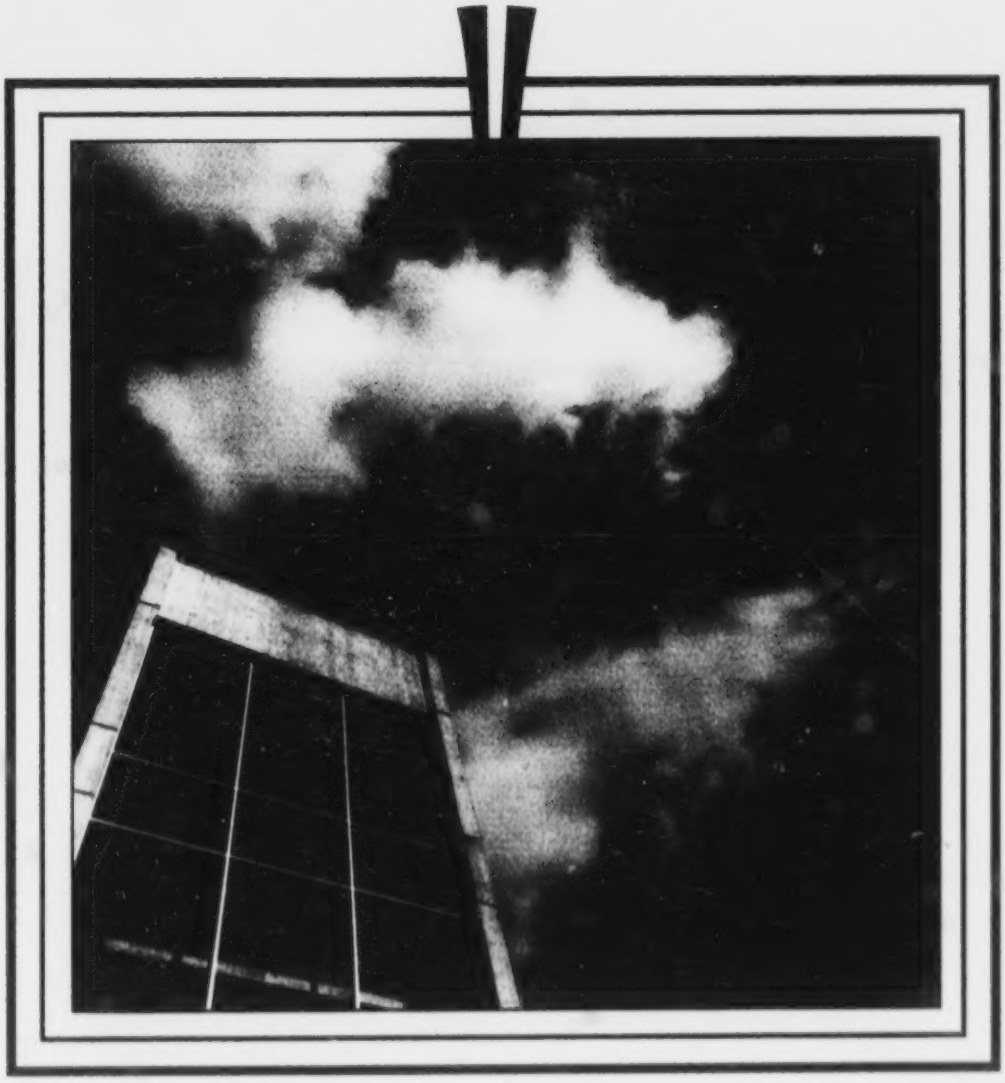
SUMMARY:

Kirkwood Community College has organized and conducted a comprehensive self-study process that responds to the concerns of the 1989 NCA team and documents that the college meets the General Institutional Requirements for continued accreditation.

"Kirkwood Community College"

In 1968, Area Ten Community College students petitioned to have a "more humanized" name for the college. Out of 160 names submitted, the name Kirkwood Community College was adopted on August 25, 1969. Samuel J. Kirkwood was governor of Iowa (1860-64, 1876-77) during the difficult Civil War years. He also served as U. S. senator and U. S. Secretary of State. He was a resident of the seven-county area and represented the "strength, pioneer spirit, leadership, and ability to unite people and communities that tends to parallel the college's efforts." He was known as a progressive and aggressive leader. In the 1860's, Samuel Kirkwood argued against the report of a legislative committee that had recommended that the new land-grant Iowa State University should provide a purely practical, theory-free environment. Kirkwood argued that it made sense to combine arts and sciences with practical education. At the time, he lost his argument, but history—especially that of comprehensive community colleges—has proven the legitimacy of his position.

Chapter One: Mission and Purposes



Kirkwood • Cedar Rapids Campus • Iowa Hall

Chapter One: Mission and Purposes

Criterion One: The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

> ***Kirkwood Mission Statement***
>
> Consistent with the philosophy held by the college and in accordance with the charge given it by the State of Iowa as an institution of higher education and in concert with other agencies:
>
> *Kirkwood Community College identifies community needs; provides accessible, quality education and training; and promotes opportunities for lifelong learning.*
>
> To accomplish this mission we are committed to creating an environment in which we constantly strive for improvement.

The official mission, only slightly modified since the college's 1989 NCA accreditation, clearly places what we do in the context of who we are – philosophically, as an institution of higher education, as a commissioned school of the State of Iowa, and as a partner to other agencies. Yet, while the context of who we are is important, it is the single sentence in the mission that says what we *do* that is the most familiar to the students, faculty, staff and constituents of Kirkwood.

"Kirkwood Community College identifies community needs; provides accessible, quality education and training; and promotes opportunities for lifelong learning," hangs on our walls, is printed on the reverse of our business cards and is prominently featured in our

catalog and other publications. Our President references it in guest columns he writes for the local newspapers and when he's speaking to constituent groups. It serves as a constant reminder that we are nothing if we aren't doing.

EVOLUTION OF THE MISSION

The mission statement, in both its current and previous manifestations, has guided the direction of Kirkwood since its founding. Updated as our Kirkwood community has changed, expressed in words and actions, and implemented in ways that suit the evolution of the college, the mission statement has served as a valuable directional tool. The mission statement, however, has not performed a solo role in leading the college through its first 30-plus years. Working in concert, many levels of directional statements have supplemented the mission to guide in developing plans and evaluating the success of the college. To effectively engage the thoughts, actions, and behaviors of its constituents Kirkwood has developed 1) goals that articulate cognitive aspects of the mission, 2) purpose statements that identify measurable objectives related to the mission, and 3) vision and belief statements that provide the attitudinal context that is necessary to accomplishing the mission.

The college's mission, goals, vision, and belief statements developed over time through college-wide involvement of faculty, staff, trustees and administration. In 1992-93, well over 200 faculty, staff, and administrators reviewed and revalidated the mission (the first such review since 1989) as a response to the changing environment in which Kirkwood and other community colleges are now operating.

As part of that process, college goals, still our highest priorities today, were developed by college faculty and staff and approved by the college's Board of Trustees. In 1997, the college goals were reaffirmed and a number of expanded college goals were developed by the Board of Trustees, the Advancement Team, and the administrative team (college brochure, RD1110D).

Following the review of the mission in 1992-93, departments, divisions, and even some committees developed their own statements to interpret the college mission and goals through specific purposes appropriate to each group's role in the institution. These institutional purpose statements, presented in Appendix C, serve as the objectives by which a department can measure its accomplishment of college goals. The specific purpose statements prepared by departments form the organizational framework of our self-study of Criterion 2 and Criterion 3, and will be specifically addressed in those chapters.

While the mission, goals, and purpose statements provide us with direction and objectives, our vision and beliefs suggest the manner in which we intend to achieve those objectives. Kirkwood's vision, as expressed on a brochure that is widely shared on campus and in the community, is to "invent, develop, and deliver learning solutions for the 21st century." The brochure also includes a personal statement from our President, our mission and goals, and the following principles that express the way in which we collectively can fulfill our mission:

By exhibiting . . .

- Trust and honesty,
- Mutual respect and support,
- Open communication, and
- Dedication to the people we serve.

And by . . .

- Working towards timely achievement of outcomes,
- Sharing decision-making responsibilities,

- Collaborating and cooperating,
- Taking creative risks,
- Using our diverse and individual talents, and
- Having fun and promoting camaraderie.

Kirkwood's goals, purpose statements, and vision and beliefs are consistent with its mission, and indicate to our constituents and the Commission that we share educational goals and values common to other institutions of higher education. Equally important, however, is how the faculty and staff who work at Kirkwood Community College perceive its effectiveness in living up to its mission and purposes.

A college-wide Faculty/Staff Survey conducted in March 1999 (RD9307A) provides clear evidence that the college's mission, goals and value statements are understood and, more importantly, guide the actions of employees throughout the college. Over 86% of the respondents were satisfied or very satisfied that Kirkwood identifies community needs. Almost 91% were equally satisfied that we provide accessible education and training, and over 87% that we provide quality education and training. Over 89% were satisfied or very satisfied with our ability to promote lifelong learning.

The college also scored high marks in meeting our goals of building partnerships, expanding learning opportunities, enhancing our global and multi-cultural perspectives, and adapting our training programs to meet changing occupational and community needs. Eighty-five percent or more of the respondents scored the college average or above on every one of the ten statements of principle; only one, "sharing decision-making responsibilities," was rated "poor" by more than10% of the respondents.

On a regular basis we survey faculty and staff, students, and members of advisory committees seeking their help in identifying needs and their opinions on how well we are meeting them. Copies of these surveys and recent results are on file in the Resource Room (RD6302A, 6302B, 9307, 9307A, 2100). Responses to the surveys (e.g., the 1999 faculty/staff results mentioned earlier) and evaluations indicate not only widespread understanding of our mission, goals, and values, but also support and approval for them.

THE MISSION AT WORK

Our mission statement includes four key elements: 1) identification of community needs, 2) providing access to quality education and training, 3) providing opportunities for lifelong learning, and 4) creating an environment in which we constantly strive for improvement. In this section, we will highlight the connections between those key elements of our mission, our goals and our actions. In the chapters that follow, we will provide more substantive evidence that the college has and is continuing to organize the necessary resources to accomplish its mission, that it is indeed accomplishing its purposes, that it is prepared for the future, and that it acts with integrity.

Identifying community needs

Identification of community needs is the first and most fundamental aim of a "community" college. Kirkwood's mission and goal statements reflect our commitment to understanding what our constituents need from us. Goal statements that relate to this portion of the mission include:

- Continue to focus on the current and future needs of our students and the world of work in which they will partici-

pate. We will use faculty and staff development programs along with student outcome assessment to meet the demands and changes in the world of work.
- Adapt training programs and services to changing occupational and community needs.
- Continue to focus on service to our local market. We will, however, pursue state and national education and training opportunities that do not cause us to sacrifice our local service.

To identify community needs, Kirkwood engages many constituents in the development of educational programs. Evidence of community influence permeates nearly every offering of the college. Input is sought from industry advisory committees for over 60 technical programs and from the various public service advisory boards for our career option programs. Annual surveys of employers and graduates of technical and career programs provide data that is used to assess and revise programs. New technical programs are explored upon request from external groups, and development of new programs is conducted using focus groups of industry advisors. Related educational institutions assist in shaping the Arts and Sciences programs. Requests from business, industry, and the general public influence community education, non-credit customized training, and workforce development offerings.

"Skills 2000," an independent survey conducted in 1998, provided valuable insight from local industry regarding priorities for curriculum that will meet future employment needs. This community input has already led to exploration of various methods for enhancing the delivery of "essential skills" topics within all academic divisions.

Our efforts to identify community needs also provide an opportunity to reaffirm with the community what we are doing. For example, in 1996, the Kirkwood Foundation engaged independent researchers to obtain community input that would help to shape a major fundraising campaign around areas of need perceived by the community as worthy of Foundation support. In the process, community support for our college mission was resoundingly affirmed (Clements study, RD3202), as it was by area voters who approved two significant tax levies in the last three years to support the work of the college.

Providing accessible, quality education and training

Kirkwood's commitment to access is a theme that will run throughout chapters two, three, and four. From its founding as an open-door institution up to the present, each year has seen the development and improvement of Kirkwood Centers across our seven-county area. In recent years, each new technological advance has presented new opportunities to break not only the barriers of place, but the barriers of time in reaching distant students with quality education and training. One key to Kirkwood's continuing success is its ability to expand access while maintaining a high level of quality. Goals which address this aspect of the mission include:

- Apply tested and emerging processes and technologies toward the improvement of teaching and learning.
- Use technology to enhance our provision of quality education services in our seven county area to reach a wider, interested market and to share areas of Kirkwood expertise.
- Continue to expand access to college services through as many physical and distance learning outlets as possible.
- Improve student goal achievement.
- Improve student proficiencies in critical

thinking, quantitative skills, communication and information literacy.
- Continue to expand our multi-cultural programs in our curriculum, student body composition, faculty and staff composition, and provide opportunities for exploring other cultures throughout the college.
- Assess institutional effectiveness to enhance excellence.
- Provide staff development to address areas of need indicated by the institutional effectiveness process.
- Increase our commitment and investment in human potential and technical training through staff development programs that provide both immediate and long term benefits to our employees and, as a result, the college and our students.

Quality of Teaching

Quality education begins with quality faculty. Kirkwood has been successful in hiring and developing an exceptional teaching corps, and has allocated funds for faculty and course development, placed decisions regarding the disbursement of those funds in the hands of faculty, and encouraged the pursuit of grants from agencies which encourage new thinking, such as the National Endowment for the Humanities and the Fund for the Improvement of Post-Secondary Education. Three internal funding streams support the pursuit of intellectual inquiry: the Faculty Professional Development Committee, the Foundation Faculty Development Committee, and the Teaching/Learning Improvement Initiatives.

The Faculty Professional Development Committee works with an annual budget approved through contract negotiations. For contract year 1998-99, $50,000 was available to fund requests to take graduate courses, job shadow, attend conferences, bring in speakers, conduct research or reading projects, and pursue individual projects such as creating pottery for a juried show or working on a collection of essays. The committee is composed of four administrators and four faculty members, and the committee's by-laws, guidelines and application forms are available in the Resource Room (RD9006A).

The Foundation Faculty Development Committee is responsible for disbursing funds in the amount of $50,000 over a five-year period beginning in 1999. These funds were made available by bequests to the Kirkwood Foundation from donors who specifically wished to fund faculty development activities. Committee membership consists of one administrator and a faculty representative from each department.

Faculty wishing to pursue larger projects than the college can afford are encouraged to investigate and apply for grants, supported by two full-time and one part-time grant writers. Kirkwood has been the recipient of many grants from agencies which prize innovation, including Title III, TRIO, the Fund for the Improvement of Post-Secondary Education (five grants) and the National Endowment for the Humanities (five grants).

The faculty development activities described above are evidence of Kirkwood's commitment to excellence in teaching. The college also supports on-going orientation and staff development activities for new full-time and adjunct faculty, sponsors attendance at the Iowa Great Teacher's workshops, and both requires and rewards participation in professional development activities that lead to certification, improved instruction, and intellectual enrichment. Efforts at attaining quality would be meaningless if conducted in an environment that failed to provide academic freedom. Kirkwood Board policy protects

academic freedom, not only for faculty, but for students (RD1109).

Quality of Learning

The college also works to encourage and support student excellence in a number of ways. Student success is encouraged by recognition and opportunities such as Phi Theta Kappa, the Dean's List, the Outstanding Student ceremony, and a new honors program which includes honors projects with faculty at Kirkwood and free courses at Coe College, a local four-year liberal arts college with an excellent academic reputation. Student achievements in local, state and national competitions are summarized in the *President's Annual Report.*

There is an old saying, "The race is not always to the swift, but to those who keep on running." Applied to student success, winning the race does not always mean honors, awards, and external recognition, but may also be measured in terms of student progress, persistence, and increased maturity. The quality of student learning at Kirkwood is therefore supported by the placement testing, advising, tutoring, and developmental instruction activities of the Developmental Education Department, as detailed in Chapter Three, and through club activities and close relationships between students and program advisors.

Open-door community colleges, which place virtually no limits on access to higher education, often face challenges in upholding both access and quality. Kirkwood is no different. In 1997, the college addressed those challenges by convening a Task Force on Promoting Student Success. One task of that committee is to identify local and national systems, practices, and approaches that appear, according to supporting evidence and research, to be improving the frequency of success. Based on that information, the task force hopes to have developed an institutional student success plan by fall semester 1999.

Kirkwood has an evolving program of academic and institutional assessment that touches nearly all activities of the college. Under the direction of the Interdisciplinary Assessment Steering Committee, assessment efforts for general education, career programs, curriculum and instruction, individual assessment project, and institutional measurement have been developed, implemented, and maintained.

To support assessment and improvement of classroom learning, the Teaching/Learning Improvement Initiatives focus faculty attention on four areas: classroom assessment, general education assessment, classroom technology and teaching circles (a Kirkwood outgrowth of previous training in process learning). Each area is led by faculty members who are responsible for setting up workshops, providing on-going support to faculty, and developing guidelines for funding of special projects.

Providing opportunities for lifelong learning

Learning in today's society can no longer be relegated to the traditional "school years." Learning, in its many forms, occurs at all times, all ages, and through many means. Kirkwood goals supporting lifelong learning include the following:

- Continue to pursue working partnerships and alliances with employers, colleges, and universities. We will pursue relationships that are consistent with the Kirkwood mission with a focus on maintaining our own flexibility, new funding sources, community visibility, and the enhancement of our students' lifelong learning opportunities.

- Assist high school students with their transition to college and careers by helping them be better informed to make decisions about continued education and career choices. In so doing, we intend to broaden the channel to Kirkwood and lifelong learning.
- Continue to support flexibility and balance between degree and non-degree offerings based on the needs of our communities and students. Quality will be achieved and enhanced through greater sharing of resources, communication and articulation between credit and non-credit program areas of the college.

In addition to traditional delivery of instruction and services, Kirkwood has added alternative delivery methods to reach deeply into the pool of adult learners and expand access of educational opportunities for all learners. Faculty are encouraged to develop courses and use innovative delivery methods consistent with their interests and the mission of the college and are compensated through overload pay, release time, or upgrades in technology. The result is new methods of delivery for a wide range of courses and development of innovative electronic course supplements such as online tutorials.

Lifelong learning is provided for consumers of non-credit education through Kirkwood's continuing education department. Thousands have benefited from offerings that range from skills and crafts to technology. Course offerings have been geared to non-traditional audiences and offered at sites throughout the seven-county district. Contract education has addressed industry needs for reeducation and retraining through innovative uses of grants and need-specific programs. Innovation has marked the development of accelerated programs for computer programming and creation of teleservice training programs initiated by industry demands.

Lifelong learning also includes high school age students who are benefiting from a comprehensive career pathways program. This program assists students in the early identification of career goals and creates an articulated pathway that takes the student from high school to the community college and, in many cases, beyond. Opportunities also exist at Kirkwood for those who missed foundation skills while in school to acquire them as adults.

Constantly striving for improvement

Driving the effort to maintain quality and diversity in educational offerings is the entrepreneurial spirit that permeates Kirkwood. Faculty, staff, administration, students, and partners are encouraged to look for creative ways to overcome barriers to educational progress—our students' *or* our own. Goals that support this spirit include:

- Build internal and external partnerships to secure additional resources.
- Improve access to information and enhance both internal and external communication.
- Seek improved state funding support based on an equitable formula and reflective of existing conditions and trends.
- Continue our efforts in fundraising and resource development as an important vehicle for sharing ownership with the community as well as being a means to improve services and minimizing tuition increases. Increased successful efforts in endowment giving will help build long-term stability.

An institution, like ours, that is constantly in transition must be founded on a manage-

ment philosophy that frees decision makers at all levels from timeworn planning and management patterns that could restrict flexibility. If innovation is to be coupled with quality, planning and management processes must be flexible, but without compromising the goals and purposes of the institution. To meet new challenges and take advantage of new opportunities, Kirkwood uses a flexible, systems model of planning rather than a more traditional master plan or strategic plan. The model, based on three interrelated elements—assessment, input, and action—demonstrates the college's commitment to continuous improvement. Ideas and opinions are sought, and information assessed, on an on-going basis and the results are channeled into and through Kirkwood's standard operating structures for timely decision and action (RD1400 and Appendix G).

To emphasize the critical importance of consistency in what we say and what we do, evaluation instruments for all administrators and staff include items that are directly related to our mission, goals and values statements. The mission statement is printed on the cover of the Classified/Professional Support Performance Review Guide (RD9302) and the supervisor is asked to comment on the employee's strengths in furthering the mission of the college. The Staff Evaluation Survey (RD9305), used by faculty and staff to provide feedback on their supervisor's performance, includes 27 foils based on the college's nine belief statements, and three foils that evaluate the supervisor's actions and attitude in sharing and achieving the college's vision and mission.

Other assessment processes and activities, including the work of the Interdisciplinary Assessment Steering Committee, the Institutional Measurement Committee, the Career Program Assessment Committee, and the General Education Assessment Committee, are documented in the report "Kirkwood Assessment: 1998 Assessment Update" (RD5004B) and will be discussed in Chapter Three.

SUMMARY

Evidence of how we have accomplished our mission during the ten years since our last accreditation will be found throughout this self-study. Some of our more tangible accomplishments include:

- Increased enrollment by more than 60% to over 11,000 credit students.
- Granted 16,200 transfer degrees and diplomas.
- Conferred more than 7,500 Adult High School Completion certificates and GED diplomas.
- Added 20 career training and college transfer programs, bringing the total to 104.
- Opened, renovated or expanded centers in Belle Plaine, Iowa City, Marion, Monticello, Tipton, Vinton, Washington, Williamsburg, and the Lincoln and downtown Resource centers in Cedar Rapids.
- Served more than 185,000 people through continuing education courses.
- Helped launch 12,900 new careers through the Iowa New Jobs Training Program.
- Assisted more than 800 dislocated workers find gainful employment.
- Served more than 13,000 older Americans each year through the Heritage Agency on Aging.
- Provided rehabilitation services to more than 3,000 people with disabilities.

It will be apparent throughout this self-study that Kirkwood has institutional and educational goals, that we evaluate our purposes,

that our resources and decision-making processes are appropriate to our mission and goals, that constituents understand our stated purposes, and that we have a continuing commitment to excellence in both teaching and learning. It will also be apparent that we are not content merely to cite our strengths, but are also willing to identify and address concerns.

Chapter Two: Resources

Kirkwood • Cedar Rapids Campus • Kirkwood Hall

Chapter Two: Resources

"One can never consent to creep when one feels an impulse to soar."
—Helen Keller

Criterion Two: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

In this chapter we shift our focus from our mission—what we do—to the resources through which we accomplish our mission and purposes. Our study of Kirkwood's organizational structure begins by looking at college governance, administration, and communication. Then we examine how we have organized the resources of four key areas: human resources, student support resources, physical/technological resources, and financial resources.

GOVERNANCE, ADMINISTRATION, AND COMMUNICATION

Governance

The Iowa Board of Education governs K-14 education. Its members are appointed by the Governor, who also appoints the Director of the Department of Education. This administrative group is responsible for statewide oversight of Iowa's 15 community colleges. Locally elected Boards of Trustees derive their legal status from the Constitution of the State of Iowa and the statutes enacted by the General Assembly.

The Kirkwood Board of Trustees is composed of nine elected members, one from each Director District. Board members serve a term of three years and must reside in the district from which they are elected. No member can serve on the Board of Trustees who is a member of a Board of Directors of a local school district or of an Area Education Agency. Board officers, including the Chair, Vice-Chair, Treasurer and Secretary, are elected from the membership at the first regular Board meeting in October.

The Kirkwood trustees have played an integral role in the growth and development of Kirkwood. There has been great stability within the Board of Trustees with one founding member still serving after thirty-three years and a second who just left the board this past February. Kirkwood has had only two board chairs in its' thirty-three year history. Both of these individuals served as president of the Iowa Association of Community College Trustees, and as president of the National Association of Community College Trustees. All of the trustees have been very devoted.

attending two regular monthly meetings as well as numerous college events and activities. The very positive relationship between the trustees, students, administration, faculty and staff were made apparent when the faculty gave special recognition to the trustees for their support in passing an instructional equipment levy in 1993. In 1998, the trustees were given the annual honorary student award by the student body.

The Board of Trustees conducts open meetings on the second and fourth Thursday of each month. On occasion, executive sessions are called to address specific issues as defined in Chapter 21.5 of Code of Iowa (RD1301). Each meeting opens with presentations by students, staff, and/or faculty. At least twice a year, Board meetings are held at one of the out-lying Kirkwood centers. Official minutes are recorded by and maintained by the Board secretary and are available to the public for review in the secretary's office and in the Kirkwood library. Board actions are shared campus-wide through Board Notes distributed by the Marketing Services Department. One or more days each year are spent at Board retreats in an effort to keep communication flowing between the college, the Board, and the community that Board members represent.

There are no standing Board committees. When it seems advisable, a temporary committee is appointed by the Board Chair or by the Board to investigate a specific situation or problem. Temporary committees do not take action, but rather make reports to the Board of Trustees to be acted upon by the Board in session. Temporary committees serve a specific function only, and are considered dissolved when their report is made to the Board of Trustees.

In 1966, the Kirkwood Board of Trustees adopted a comprehensive code of conduct, code of ethics, and conflict of interest policy to guide the official conduct of the Board (RD1109). On January 15, 1998, the Board approved an update to the code and added a Disclosure Form for Trustees and Institutional Officers. Board policies, profiles of Board members, and other information, including a brief history of each year's highlights, can be found in the *Trustee Handbook* (RD1109).

Administration

We have flattened our administrative organization within the last ten years to streamline operations and improve communication (see "Expenditures" later in this chapter). Our administrative structure is divided into three branches: presidential, administrative, and instructional. Each branch is broken down into several divisions and, within those divisions, into departments. Position functions and reporting responsibilities change to adapt to the evolving needs of the institution. A current organization chart may be found in the Resource Room (RD9100).

The President is the chief executive and administrative officer of the college. The current president, appointed in 1985, is only the third president in Kirkwood's 34-year history. Stability in the office of president has contributed to Kirkwood's success in knowing and serving its community, and in creating partnerships that help the college respond to community needs.

The President meets weekly with the Operations Team, consisting of eight administrators who report directly to the President and two others who report to the Vice President of Instruction. The team includes the Vice President of Instruction; the Associate Vice President of Instruction/EEO Officer; and the

Executive Directors of Administrative Services, Human Resources, Resource Development, Information Technologies, Continuing Education, Secondary Programs, Marketing Services, and Governmental Relations. Operations Team members are responsible for communicating information to those who report to them and for bringing information and concerns to the team's weekly meetings.

Including the Operations Team, Kirkwood Community College has 65 administrators whose years of service range from a few months to 31 years. The average for all administrators is 13 years of service. If experience is an asset to leadership, then administrative stability may be considered one of Kirkwood's strengths. Over 50 percent of Kirkwood's administrators have a master's degree or above, and over 90 percent have at least a bachelor's degree.

Communication

Kirkwood has grown significantly during the last ten years and now has employees spread out over a seven-county area. Effective and efficient communication is an essential element of college governance, but it is also a challenge. This section describes some of the various resources Kirkwood uses to share information to meet this challenge.

General Communication Venues

Following are general communication venues used to share information (RD8200):

- *Tempo* - the campus newsletter, published by Marketing Services on a weekly basis and distributed through campus mail to all employees and retirees
- *Tempo Today* - an up-to-the-minute e-mail supplement to *Tempo*, sent to all employees at least once each day
- Employee Bulletins - occasional bulletins from the President to the college community
- E-Mail - a recently upgraded system that includes 350 employees and 14 extended campus sites
- Voice Mail System - accessible throughout campus and all sites
- *Continuing Education Captivator* – an internal quarterly newsletter to promote better communication between Continuing Education and other parts of the college
- Crisis Communications Team - a well-organized team system to allow appropriate, rapid notifications in the event of a campus crisis
- Telelink, ITFS, Fiber Optic System - interactive audio and video systems connecting Kirkwood's main campus to twelve extended campus sites, valuable for meetings as well as classes
- Department/Division/Branch Staff Meetings - a common and always excellent source of relaying information to all employees; minutes of many meetings are on e-mail
- Marketing Services Publications – under the supervision of the Public Information Services Director, all official college documents and the Kirkwood Web site.

Communication through Standing Committees

Kirkwood has over 25 standing committees through which information is shared and decisions are made (RD9101B). They play an important role in college governance. Thirty percent of full-time employees participate in a standing committee. Most committees select members for a three-year term. Some committees elect a new chairperson each year, whereas others have standing chairpersons. The primary function of the following standing committees is to facilitate communication on issues affecting many employees:

- Communications Council - chaired by the college president with representatives from administration, professional support, classified, faculty, part-time classified, and adjunct faculty; meets once a month, discusses college-wide concerns; publishes minutes in *Tempo*

- Meet and Confer – a subcommittee of the Classified/Professional Support Association (CPS) meets with the Executive Director of Human Resources and Executive Director of Administrative Services to discuss human resources and labor issues;

- Negotiations Teams - the bargaining teams of the Kirkwood Faculty Association (KFA) and Administration as designated by the Board of Trustees;

- Adjunct Advisory Committee - established in 1994 to identify and recommend actions on issues concerning adjunct faculty members; representatives from each academic department, as well as representation from Human Resources and the deans; and

- Part-time Employee Committee – established in 1995 to represent and address part-time employee salaries, benefits and other concerns.

Communication through Employee Groups

The Board of Trustees recognizes the Kirkwood Faculty Association (KFA) as the certified, exclusive bargaining agent for full-time and board-approved part-time faculty, counselors, and librarians (RD9014). The Classified/Professional Support (CPS) group is recognized by the Board as the voice of Board-approved classified and professional support staff to promote the welfare and provide a voice in the determination of the terms and conditions of employment for its members. Part-time employee and adjunct faculty committees have assumed that responsibility for part-time employees, and their importance is recognized by the college through the establishment of the standing committees mentioned above.

Minutes of KFA, CPS, and both part-time committee meetings are widely circulated in an effort to keep all employees well-informed of what is happening at the college.

Communication Involving the President

Communication with the college president is important for effective governance and for charting a shared vision for the future of the college. Several channels contribute to this end:

- Advancement Team - a cross section of twenty-five Kirkwood employees who meet with the President on a quarterly basis to discuss future physical developments and future directions of the college;

- Administrative Retreats - special meetings of the administrative team called twice a year by the President to discuss strategies and engage in shared staff development;

- Operations Team - described previously, is responsible for distributing information from the President to the team's "direct reports";

- Lunch with the President - sponsored by Student Life; a monthly lunch for the college president and student leaders. The President also makes an effort to attend as many Kirkwood student activities as possible and to feature students regularly in reports to the Board of Trustees.

- Department presentations - special presentations to the President and the Board at each regularly-scheduled Board meeting.

Communication Through Mentor Programs

As a result of feedback from new-employee surveys (RD9005), a mentor program was created to make new full-time staff feel comfortable, improve communication, and help them adapt to Kirkwood by providing them with valuable information. Mentors and new employees are supported by a series of Staff Development programs that highlight various areas of the college. At the end of the year, a survey is used to evaluate the program (RD9401).

A similar program exists for new full-time faculty, who are assigned a mentor by the academic dean. The mentor accompanies the new instructor to fall orientation activities and becomes a friend, confidant, and information source during the first year. Lunches for new faculty and their mentors are held seven times during the year as an opportunity to socialize and learn more about the college from speakers representing various campus departments and services. Feedback at the end of the year is used to help improve the next year's orientation and luncheon series (RD9401).

HUMAN RESOURCES

Human Resources Department

The purposes of the Human Resources Department (HR) are: 1) to provide services in all areas of employment to ensure compliance with the legal requirements related to personnel and 2) to promote personal and professional activities to enrich the quality of work life for all employees.

Hiring Process

HR is responsible for the development and administration of the hiring process for all full- and part-time positions. This includes assistance with the preparation of job descriptions, advertising, recruitment, application review, applicant correspondence, and equal employment/affirmative action review.

Once approval is received to open a position and recruit an employee, a search committee prepares a set of objective criteria to screen applications, determines who is to be interviewed, and prepares interview questions. The process by which the final candidate is selected varies, but the standard practice is to recommend the candidate who rates the highest on the set of criteria.

HR supports the process by providing a packet of procedural guidelines to the search committee and by sending the applicant an application (RD9303), a complete job description (RD9301), and hiring guidelines (RD9301).

which also are available on the Kirkwood Web site (RD2102). HR screens applications to ensure that they meet the minimum requirements. Then the qualifying applications are sent to the search committee. This system gives ownership of the hiring decision to more than one individual, allows for an objective selection process, and decreases the likelihood of unfair or discriminatory practices in hiring.

While the system works well, it is not always a speedy process. Recently, the area's low unemployment rate (1.6% in October 1998, steadily dropping from 3.7% in 1988) has made it difficult to attract a large pool of quality candidates in some areas.

Employee Responsibilities

Employee responsibilities are defined in employee job descriptions (RD9301). Copies of employee job descriptions are available for review in each employee's personnel file. They include a general job summary, duties/responsibilities, performance expectations, and minimum qualifications. To maintain compliance with ADA, descriptions include the percent of time required for each physical activity and for other responsibilities of the job. Job descriptions are updated as needed.

The recently revised *Kirkwood Employee Handbook* (RD9009) is available to all employees in electronic form through the Intranet and Internet and in hard copy through each department and the library. Revisions and updates can be easily communicated electronically. Each quarter, HR distributes a New Employee Survey (RD9005, RD9005A) to those hired during the previous three months. They are asked about the application process, how they like their new job, and about the new employee orientation. Some respondents have commented that they are unclear about procedures that are not covered in the *Handbook* or in orientation. Fifty percent feel the hiring process is above average, and only three per cent rate the process as below average.

Employee Evaluation

Human Resources maintains records of annual evaluations of supervisors, faculty, and staff. Since 1995, faculty and staff have done anonymous supervisor evaluations of managers and administrators (RD9305). After evaluations are reviewed and discussed and goals for the coming year are set, a report is sent to HR to become a part of the individual's official personnel file. Progress is tracked in future evaluations, and areas are targeted for professional development activities for administrators.

Classified Professional Support (CPS) personnel also receive an annual written performance evaluation each year (RD9302). Since 1998, CPS staff have completed an Employee Self-Assessment describing their roles at Kirkwood, noting key accomplishments, identifying strengths and areas for professional and personal development, and identifying any barriers. The immediate supervisor reviews these with the employee. The original evaluation form, signed by the supervisor and employee, is sent to HR and placed in the individual's official personnel file. Part-time staff are evaluated by supervisors prior to initial and subsequent benefits eligibility as outlined in the *Kirkwood Employee Handbook* (RD9009).

The annual evaluation procedure for full-time faculty is provided in the Master Agreement (RD9014). This procedure includes an innovative three-track process:

1. Probationary Track - member's first three years; unannounced classroom or other educational activity observations and

follow up conferences are conducted a minimum of three times per year

2. Professional Growth Track - unit members who complete the Probationary Track; annual evaluation conference with immediate supervisor; may use student, peer, or self evaluations

3. Developmental Track – used if there is a significant adverse change in job performance; one semester to one year; supervisor outlines where change is indicated; performance is monitored; can recommend a return to Professional Growth Track

Adjunct and Probationary Track faculty must administer a Student Perception of Teaching (SPOT), a standardized student evaluation or other evaluation instrument, and are also evaluated each semester by the appropriate dean. In 1998, an adjunct faculty task force revised SPOT to better reflect teaching and learning priorities.

HR is responsible for all employee personnel files, and is currently electronically imaging all active employee files. During this process of electronic imaging personnel files, an audit should be conducted to be sure that each employee has a current job description, including compliance with ADA guidelines.

Human Resources Policies, Procedures, and Programs

The *Kirkwood Employee Handbook* (RD9009) details policies, procedures and benefits that are reviewed with each new employee, who signs an acknowledgment form confirming receipt and understanding of the contents of the *Employee Handbook*.

HR handles the administration of the faculty collective bargaining agreement (RD9014), processes employee complaints and grievances, advises supervisor and managerial staff, counsels employees, participates in negotiations, and meets with the Meet and Confer Committee.

HR develops and administers various programs: wellness, staff development, employee classification and compensation system, teacher licensing, and special events. Occasionally, HR staff undertake projects for the President, prepare various state or federally required surveys, and distribute and compile results of some employee surveys.

Human Resources: the Faculty

Full-time Faculty

Kirkwood employs 219 full-time faculty who teach approximately 60 percent of all credit hours. They are required to meet Iowa Department of Education qualifications for certification. A profile of degrees held by the faculty was provided in GIR 9. The college is committed to recruiting and retaining well-qualified faculty, as indicated by the increase in number of full-time faculty who possess master's degrees or above. In 1989, 52.4 percent of Kirkwood's faculty held master's degrees or higher. In 1998, 65.7 percent had attained a master's degree or higher.

Full-time faculty provide stability and experience, so the college has tried to maintain a reasonable balance with adjunct faculty. From 1989 to 1998, the number of full-time faculty grew by 18.4 percent, from 185 to 219. In that same time period, the credit hours taught increased by 32.8 percent, from 84,415 to 112,112. Although the increase in full-time faculty does not equal the increase in credit hours taught, the quality of the adjunct

faculty allows the college to maintain a high standard of instruction. An indicator of faculty stability is that despite all of the retirements, replacements, and additions during the last ten years, the average age of full-time faculty in 1998 is 45 years, the same as in 1989.

KFA bargains employment issues for all full-time faculty, including non-members. Administration and KFA abide by a Master Agreement covering all issues regarding employment, such as salary, contract issues, insurance, grievance procedures, and many others (RD9014).

Full-time faculty are responsible for the design, establishment, evaluation, and revision of all educational programs. New course and/or program proposals are developed by faculty, approved by faculty/administration committees, and presented to the Board for approval. These proposals are periodically reviewed and evaluated within departments and by the Curriculum and Instruction Committee (Arts and Sciences) or Program Assessment Committee (Applied Science and Technology). Faculty make up the majority of the committees' membership.

Faculty members serve the college through non-teaching activities that include serving on committees, advising students, sponsoring clubs, organizing special projects, developing or updating curriculum, and participating in public and community activities (RD5601). Faculty are involved in many governance, operations and oversight committees, including Academic Policies and Procedures, Communications Council, General Education, Faculty Professional Development, Instructional Technology Advisory, Interdisciplinary Assessment, and Diversity. They have also played significant roles in the 1997-99 self-study.

Adjunct Faculty

Kirkwood's proximity to the University of Iowa allows it to draw from an outstanding local pool of qualified adjunct faculty. Between 370 and 400 adjuncts each semester are responsible for teaching about 40 percent of Kirkwood's total credit hours. In 1998, 40.3 percent of Arts and Sciences credits, 22.6 percent of Applied Science and Technology credits, and 62.8 percent of off-campus credits were taught by adjunct faculty (RD5101F). This compares with 1989 figures of 242 adjuncts teaching 32 percent of Arts and Sciences credits, 13 percent of Applied Science and Technology credits, and 93 percent of off-campus credits. In 1998, League for Innovation colleges reported between 30 percent and 53 percent of credit hours taught by adjuncts.

Adjunct faculty are expected to have the same credentials as full-time. Among current adjunct faculty, the degree breakdown is: doctorate, 13.9 percent; specialist, 1.4 percent; master's, 48.6 percent; bachelor's, 23.9 percent; and associate's degree or less, 11.9 percent (RD5311). Deans are responsible for ensuring that credentials are appropriate to meet individual teaching assignments.

The college strives to organize resources to accommodate the needs of adjunct faculty, but only limited non-private office space is available. Services available to most adjuncts are voice mail, secretarial help, and a mentor. Available to all are e-mail and computers that are in the faculty computing room of the Information Technology Center (ITC), in some departments, and in the Library. (RD9011) Kirkwood adjuncts receive the highest rate of pay among the Iowa community colleges and among 29 community colleges that responded to a 1999 survey conducted by the Colorado Community College and Occupational Education System (RD5409).

The Adjunct Faculty Advisory Committee, mentioned earlier in this chapter, has accomplished much since 1994:

- It revised the *Adjunct Faculty Handbook*—a guide to college policies, procedures and expectations that includes sections on employment; instructional policies, procedures, and facilities; support services for faculty and students; and safety issues (RD9011).

- It plans fall and spring adjunct orientation sessions that include such topics as locations of services, ADA accommodations, Classroom Assessment Techniques (CATs), acceptable student conduct, and a review of policies and information that should be included in the syllabus.

- The committee won support for an Adjunct Faculty Professional Development Fund, established in 1995-96 to help adjunct faculty attend seminars and conferences, take graduate academic courses, and take part in initiatives such as CATs. The 1998-99 funding was $15,000, $3,000 of which is designated for CATs. An individual limit of $500 can be requested once each calendar year. Since its inception, 172 adjunct faculty have received funding for professional development activities. This stands in sharp contrast to the 1989 Self-Study, which noted that "part-time faculty are not eligible to apply for professional development funds."

Ninety-one percent of those responding to an Adjunct Faculty Survey in spring 1997 had taught both semesters during that school year. Forty-one percent said they hoped to teach at Kirkwood full-time at some point. Many do. Since 1993, 47 percent of new full-time faculty employees have been former Kirkwood adjuncts. Adjuncts reported their major reasons for returning each semester to be the following: the rewards of working with students, rewards of teaching, support of co-workers and deans, and workplace environment. Pay, benefits, and lack of job security were their three major concerns (RD5109).

Faculty Development

The Faculty Professional Development program was established to support activities undertaken for intellectual stimulation or technological updating of full-time faculty that may be attained by study, conferences, workshops, research, travel and/or suitable work experience. The purpose is to enhance the educational program of the college by improving faculty competency. Since its inception in 1985, total awards have grown from $3,958 in 1985-86 to $43,438 in 1997-98, an increase of approximately 1,000 percent (RD9006B). A committee consisting of four faculty members and four administrators (RD9010) accepts applications for awards five times per academic year. The committee has accepted 70 percent of all applications. In 1996, an additional fund was established for adjunct faculty. Total adjunct awards have grown from $5,100 in 1996 to $12,523 for 1998, an increase of 145.5 percent (RD5405).

Human Resources: Classified/ Professional Staff

The Classified/Professional Staff Association (CPS) was organized in 1979 to promote the welfare of the membership and to provide a voice in the determination of terms and conditions of employment for classified and professional support personnel. These conditions include in-service training and job skills improvement. Membership is open to full-time board-approved classified, professional support, and technical staff, with a few exceptions that are noted in Article Two of the CPS Constitution (RD9306).

The Meet and Confer committee is the arm of CPS that meets with the administration monthly to address problems, questions, and concerns of the membership. It is a vital line of two-way communication between the college administration and CPS membership. Each spring, Meet and Confer meets with the administration regarding salary, benefits, and concerns. Members serve on several other committees, including Communications Council, Staff Development, Wellness, Ecology, Safety, and Insurance. About three years ago, an Employee Advocacy Committee was formed in an attempt to work with employees who are experiencing conflicts in their work environment. Members have also been highly involved in the various committees of the 1997-99 Kirkwood Self-Study.

Membership in CPS fluctuates between 60 and 100 members out of approximately 300 eligible employees. Additional information about CPS, including the association's history, a recent membership survey, current issues, and the most recent salary package, is available in the Resource Room (RD9306). CPS information is also available on the "Inside Kirkwood" page of the Intranet.

STUDENT SUPPORT RESOURCES

Students

Students are our most important human resource. As a comprehensive open-door community college, Kirkwood serves a wide and diverse population that represents all the elements of Kirkwood's seven-county area. Every ethnic minority is over-represented compared to the service area population and 2.5 percent of our students are non-resident aliens, most of whom are also minorities. The college's commitment to distance learning and its willingness to consider ever-broader meanings of "community" allow Kirkwood to open technological doors of learning to students beyond the boundaries of its seven counties.

During the last ten years, Kirkwood's enrollment increased from 7,053 to 11,117, or 57.6 percent. The majority of our students are age 18-24, and more than 35 percent are older than 24. The average age of today's Kirkwood student is 25. In Fall 1998, 2,009 students (18.1 percent) of Kirkwood's 11,117 students came directly from high school. The number of students coming to Kirkwood directly from high school increased from 1,375 in 1988 to slightly over 1,903 in 1997. Factors that might account for the increase include: positive word of mouth regarding good experiences at the college; greater youth awareness of the need for college to obtain higher paying careers; continued market knowledge of our good value, including quality and low cost; enhanced relationships with high school influencers; expanded convenience of center locations; and expansion of distance learning. In 1986, legislation (the Post Secondary Enrollment Options Act) was passed that encourages capable high school students to enroll in college courses while still in high school. During the 1990-91 academic year, Kirkwood served 44 high school students, and by 1998-99, had increased to 485 (RD6403).

Since 1988, the percentage of students enrolling in Arts and Sciences majors increased from 59.7 percent to 67.3 percent. The number of students requesting transcripts for senior institutions rose 77 percent over the last seven years. Although the percentage of Arts and Sciences students graduating in three years is only 12 percent, when students who changed majors and graduated are added to the calculation, the number jumps to 22 percent. In 1998, Kirkwood awarded 1,274 associate's degrees, 29 percent more than the next-largest Iowa community college, even though

our enrollment is only 4 percent larger (RD1114).

The percentage of part-time students increased from 43 percent to 47.6 percent between 1988 and 1998. A 1997 survey shows that 20 percent of our students work full-time and 75 percent work more than 15 hours per week. In 1997-98, approximately 40 percent received some form of financial aid (RD6404).

Students' entering abilities have improved from an ACT composite score of 17.4 to 20.7. The average ACT score at Iowa's public universities is about 24; thus, community colleges in Iowa provide a very important opportunity for the less well-prepared Iowa students (RD2001H). Students who do not have ACT scores, or whose scores are not current, take ACT's COMPASS test in writing, reading, and mathematics. Scores are used for placement in writing and for recommendations in reading and math.

Entering abilities of students, though important, are less significant in an educational institution than student abilities that are in the process of growing and developing. As a student remarked about our self-study logo, "Flight," (designed, by the way, by a student), "I like the logo because it suggests that 'the sky's the limit' at Kirkwood." In a community college, students should have a chance not just to get their goals off the ground, but to soar. At Kirkwood, students are involved in over 50 clubs and organizations, many of which offer a chance for competition and recognition at the state, regional, or national level. An average of 50-60 students each year take the stage in Kirkwood's three theatre productions, with many others assisting behind the scenes in technical capacities. Well over 100 students each year are involved in instrumental or vocal music ensembles, recitals, and concerts. Each year, some of those students win recognition as "outstanding performers" as members of Kirkwood's nationally-competitive vocal and instrumental jazz groups. Art students exhibit their work on campus, at area colleges, and at the Cedar Rapids Art Museum, and each year five art students compete in the League for Innovation's National Student Art Competition (won in 1997, 1998, and 1999 by Kirkwood students).

Athletics is another area in which the Kirkwood "Eagles" soar, with opportunities for participation in six collegiate sports (baseball, men's and women's basketball, softball, golf, and volleyball). Although any coach or athletic director would hasten to point out that the benefits of sports are lifelong rather than confined to victories, Kirkwood triumphs such as the 1997 NJCAA Division II Women's Basketball Championship and the 1998 NJCAA Division II Men's Basketball Championship are points of pride shared by our teams and everyone at the college. Successes are not limited to basketball; the 1998 baseball team took third in the NJCAA nationals and returned to nationals in 1999. The women's volleyball team has won three consecutive regional titles and has placed as high as third in the national tourney. Approximately 100 students represent the college on intercollegiate athletic teams, and another 200 participate in intramurals.

Student Services

The term "Student Services" covers such a broad, often interrelated range of activities that organizing (or reading) a section by that title is a real challenge. We have chosen to organize this section on student services to generally reflect the order in which students might typically use various Kirkwood services.

1. awareness of the college through Marketing and Admissions

2. entry steps such as Financial Aid and Enrollment Services,
3. academic support services (Advising, Library, Bookstore) used by virtually all students, and
4. other special support services that are crucial to some students, but not as widely used by all.

Marketing and Admissions

Although most college employees would consider themselves ambassadors for Kirkwood, it is Marketing and Admissions Services that work hardest to promote Kirkwood's many opportunities for lifelong learning. The division's unified marketing/admissions organizational structure can provide professional communications services that are intended to encourage participation in all college offerings as well as to develop and enhance a favorable college image and public support.

Each year, Kirkwood's public information and community relations efforts result in literally hundreds of newspaper articles and radio and television news coverage stories about Kirkwood's students, staff, and programs. Inherent in this effort is the establishment and nurturing of a positive service role with and for local and regional media representatives. Whenever possible, Kirkwood-produced public information pieces relate to student success stories, many with a career education focus.

Kirkwood's visibility in the service area was evidenced in part by a 1997 "Top of Mind Awareness" research study conducted by the area's leading newspaper, *The Cedar Rapids Gazette*. In that study of over 1,500 respondents, Kirkwood ranked second only to The University of Iowa in top of mind awareness of "any college or university." Given the athletic and other press coverage of the University and the presence of three other four-year colleges in the area, this is a significant hallmark of our public information and marketing outreach success.

One other indicator of the college's positive impact on and communication with the community is the dramatic and successful passage of the 1998 capital improvement tax levy. When taken to area voters, the Kirkwood tax levy passed with a resounding 72% plurality. This is evidence that our outreach activities and, most importantly, successful delivery upon the promises of our mission are well known by area residents.

Marketing and Admissions Services staff work from annual communications/marketing plans developed with Kirkwood deans and directors. The plans focus on both quantitative and qualitative goals ranging from new students by age group (e.g., direct from high school, young and older adults), to attitude modification regarding career fields and programs, to attendance at college events. The measurement of success ultimately comes down to ever-increasing numbers of interested people whose lives can potentially be bettered through any number of education and/or training programs offered by Kirkwood.

Working with Admissions staff and instructional departments, Marketing Services promotes new programs from the planning stages through implementation and assessment of results. An example is "ADVANCE," an accelerated degree program for working adults developed and delivered in cooperation with Mount Mercy College. Staff representing both colleges conceived the program and worked from the start with Marketing Services to convene student focus groups from which the notion of the program's very essence—five-week evening classes—and program

name were born. Kirkwood Marketing and Admissions continues to lead the targeted recruiting and communications effort for this program.

The Marketing and Admissions team focuses first on the seven-county service area, then on nearby markets for which our outlying centers or distance education offerings are a convenience. Next, outreach is extended to other parts of Iowa, emphasizing programs unique to Kirkwood. Approximately 20% of our students come from outside our service area—the combined result of proactive Admissions visits to high schools and college fairs coupled with marketing materials support.

Kirkwood's Admissions Services team reaches over 2,000 prospective high school prospects and their parents via its "TGIF" (To Get Information Fast) sessions held on campus many Fridays throughout the school year. Over 72 percent of all 1998 Area Ten seniors who attended TGIF enrolled at Kirkwood (RD6304), and one-third of all Area Ten high school seniors enrolled at Kirkwood. TGIF also drew students from 41 high schools outside the Area Ten service area, and almost 50 percent of those students enrolled at the college (a lower percent that may be attributable to housing concerns). TGIF audiences have increased steadily over the years; in 1991, TGIF attracted 791 students, and by 1998, that number had climbed to 1,500 students (a 90 percent increase). Similarly, over 600 older adults have attended "Career Directions" workshops developed by Admissions staff. Both programs are promoted through materials and advertising developed by Marketing Services. The college has won both national and regional awards for its TGIF direct mail and related materials from the National Council for Marketing and Public Relations (NCMPR), the national community college marketing group that annually recognizes excellence in marketing communications.

Kirkwood has one of the deepest market penetration rates in Iowa, as measured by the percent of area households in which at least one member is a Kirkwood student. Our cumulative summer and fall 1998 service area household penetration in credit programs, for example, was 5.9 percent of all service area households. Over the last ten years, Kirkwood's combined credit and continuing education market penetration rate has averaged 94 percent of all households in our service area. It is not easy to improve upon that record. However, our mission requires that we do even more to inform and encourage our community to take advantage of our offerings.

Literally dozens of regional and national awards for specific marketing excellence dot the walls of the Marketing and Admissions offices, and a storage room is full of bulging file folders of college news clippings and evidence of radio and television coverage within the division archives. The abiding purpose of all of those efforts, however, is one that is shared with all other student support resources in this section—providing services to recruit students, to support them, and to enhance their lives.

Enrollment Services

The purpose of Enrollment Services is to facilitate the processes related to student enrollment by providing accessible and convenient services and confidential, timely, and accurate information. The department handles all functions commonly associated with a college registrar's office, including applications for admission, transcript evaluation, registration for classes, academic record maintenance, enrollment verification for loan deferment and other purposes, applications for graduation, and transcript services. Additional functions include processing tuition

refunds, providing veteran support services, producing the commencement program and exercises, registering students for non-credit classes, maintaining non-credit records, registering employees for staff development classes, providing the gateway for most college queries to the credit and non-credit information systems, operating the college switchboard, and providing institutional research.

The Enrollment Services Department is located on the main floor of the college's administrative building, contiguous to Financial Aid and Business Services. This arrangement of offices provides one-stop shopping for students needing these services. However, as enrollment increases and functional roles and responsibilities change, Enrollment Services will lack space to expand.

Recent enhancements to Enrollment Services include the implementation of touchtone (automated telephone) and Web (Internet) registration. Both systems allow students, using a personal identification number, to easily register for and withdraw from classes, check grades and check titles and prices of books.

Touchtone and Web registration are appropriate responses to our access mission. But while students are happier with faster, easier registration, many faculty are concerned that these services allow students to enroll in classes without receiving proper advising.

Historically, Kirkwood has had an early registration period during which registration is limited to students who have consulted with an advisor. This CHI (Credit Hour Index) registration is followed by an open registration period. Even before touchtone and Web registration, it was possible for students to enroll in classes during open registration without consulting an advisor and to register in classes without having the necessary prerequisite or test score. Our current student records system cannot automatically check and block registration based on pre-set conditions. However, when students attempt to register for a writing, mathematics, or psychology class, they are asked by an advisor, registration operator, computer, or Internet screen if they have taken the prerequisite course or if test scores are on file. Registration isn't blocked if the student doesn't answer truthfully, but the questions do alert students that a certain level of proficiency is expected before enrolling in the course. Enrollment Services provides writing, math, and other faculty who request the service with placement monitoring reports prior to the start of each term. The report allows faculty to check for any enrolled students who haven't met pre-course requirements. Automatic course prerequisite checking will be a feature of a new student records system scheduled for the year 2001. In the meantime, advising and placement concerns will continue to be discussed as the college grapples with all the issues intertwined with accessibility, distance delivery, our open-door policy, and student success.

Communication between Enrollment Services and the Instruction Branch has been enhanced this past year by the Registrar's attendance at Instructional Branch meetings. Because there is not an administrative link between Instruction and Enrollment Services, information has not always been communicated effectively. Now, the Registrar has the opportunity to address the Instruction Branch deans whenever the need arises. This change in procedure has improved implementation and clarification of policy between the two areas.

Enrollment Services received high marks in student and faculty/staff surveys. In the 1995 and 1997 student surveys (RD6302 A, B) 90 percent of students responded that they use Enrollment Services (some enrollment functions are performed in departments and centers) and 93 percent of students rated Enrollment Services above average in all areas. The 1997 Faculty/Staff survey (RD9307) shows that 96% of faculty and staff consider Enrollment Services important to them.

Financial Aid

Financial Aid helps students pursue educational goals by providing information and guidance for securing grant awards, loans, and scholarships. Two recent improvements are helping us to serve students better: document imaging of all student files, which allows multiple authorized users access to student information; and electronic communication with the Department of Education for student applications, Pell grant, and Direct Loan information.

Student scholarships created through the efforts of the Kirkwood Foundation support needy and talented students. Diversity of scholarships has been emphasized, so students in all areas of the college benefit. The Financial Aid Department's administration of scholarship programs has been marked by quality service to students and to departments, such as performing arts and athletics, with special needs and requirements.

Faster processing and a new monitoring system for college work/study funds have improved communication with work/study students and supervisors. Work/study students earn $7 per hour, which is a high rate compared to many other colleges. Financial aid applications can be done via Internet using computer labs on campus, at all centers, or from any other computer connected to the Internet. Financial Aid Nights have been created to provide help to area high school students in completing financial aid applications, as do workshops conducted on campus and at the centers.

The 1997 first-year student surveys indicated that 60.1 percent of our students used financial aid services. Students rated their satisfaction with location of services at 96.5 percent positive (average, very good, or excellent), hours of service 97.6 percent positive, clarity of application process 89.8 percent positive (up from 83.6 percent positive in 1995), and helpfulness of staff 92.8 percent positive (up from 86.2 percent positive in the 1995 student surveys (RD6302A).

Advising, Testing, and Transfer Center

Academic advising for incoming Arts and Sciences students and placement testing for all students is handled through the Advising, Testing and Transfer Center. During the 1997-98 academic year, advisors in the Advising, Testing, and Transfer Center saw 2,200 students by appointment and approximately 2,500 student as walk-in contacts. Due to the merging of the Advising Center and the Test Center in the fall of 1996, advisors' responsibilities have been expanded. For example, one of the operational goals of the center has been to assess and refer students who have completed COMPASS testing to available support services. Since fall 1996, 4,274 students have taken COMPASS (RD6402).

Program coordinators in Applied Science and Technology and Career Option programs work with students from their initial enrollment through graduation. In the Arts and Sciences, the Advising Center staff assign appropriate faculty advisors after their initial conference

with incoming students. The staff serve all faculty and students by assisting with articulation between the departments and four-year institutions and by distributing current information on transfer and degree requirements.

Student perceptions of the Advising Center are positive, whether evidenced through anecdotes or college-wide student surveys. An award-winning art student recently said, "When I first talked to an advisor, I balked at her advice to begin my art major with a design class. But she was right, and I'm really grateful now." In the 1997 student surveys, over 95 percent of student who used the Advising Center gave positive ratings ("OK," "very good," or excellent") to the quality of information provided by Advising Center staff, and 94 percent rated the helpfulness of staff positively.

Kirkwood Libraries

The two Kirkwood libraries have already been discussed in the section on 1989 concerns. Noted in that section are improvements made since 1989 in the number of student study spaces, physical arrangements, size of the collections, and automated services in Cedar Rapids and Iowa City. This discussion will focus in more detail on services to students and on evidence that the library is serving its purpose as a key link in the chain of student support services.

During the 1998 academic year, 164,140 student visits were logged at Kirkwood's Cedar Rapids Library. Cedar Rapids library staff processed 1,438 interlibrary loan requests lending materials to or borrowing materials from other libraries for Kirkwood students and staff. One thousand five hundred twenty-eight books and magazine articles were delivered from the Cedar Rapids campus library to students in Iowa City and at the centers (RD5201A, 5201B, 5316). Our Iowa City library logged 95,104 student visits. Kirkwood librarians gave 183 bibliographic instruction presentations to 2,800 students. In addition, a one-credit class, Information Literacy, is offered several times during the school year (RD5201A, RD5201B, RD5316).

Electronic support services have become ever more important, especially to students at distant centers. Among these services are: a) requests made by phone or fax for the delivery of books and/or photocopies of magazine articles; b) interlibrary loans for material not owned by our own libraries; c) research assistance; d) instructional sheets, available electronically and/or as hard copy; and e) bibliographic instruction provided via Kirkwood Telecommunications Systems upon request (RD5206). Students benefit from the Library's cooperative arrangements with the Linn County Library Consortium (LCLC), the Northern Illinois Learning Resources Cooperative (NILRC), The University of Iowa Library, and the State Library of Iowa.

Library services were rated "important" or "very important" by 95.9 percent of the faculty and staff in the 1995 Faculty/Staff survey. In 1997, faculty/staff satisfaction (i.e. "satisfied" or "very satisfied") ratings for library services were: accessibility, 93.6 percent; ease of use, 89.8 percent; availability of information, 84.1 percent; quality of service, 92.9 percent; helpfulness of staff, 94.1 percent; and overall, 92.9 percent. The survey results compare very favorably with other service areas (RD9307).

Students, too, gave the Library high marks in the 1995 and 1997 college-wide student surveys. In 1997, the percent of first- and second-year students who rated the services as "excellent" or "very good" are as follows, with the first-year students' percents listed first: location, 84.0 percent, 80.1 percent; hours,

83.1 percent, 77.9 percent; availability of information, 76.1 percent, 72.6 percent; helpfulness of staff, 82.8 percent, and overall, 81.6 percent, 77.7 percent (RD6302A, B).

Library staff followed up on the college-wide surveys with a more focused, 30-question survey, administered in 1997 and again in 1998, of known student library users enrolled in Fundamentals of Communication sections at Cedar Rapids and in a variety of classes at Iowa City. Again, ratings were consistently high. The average of 1997 and 1998 "satisfied" or "very satisfied" ratings in Cedar Rapids were: personnel, 81.9 percent; equipment, 61.3 percent; resources, 63.7 percent; public services, 70 percent; instructional services, 64.4 percent; and work environment, 81.9 percent. In Iowa City, the ratings were: personnel, 80 percent; equipment, 62.6 percent; resources, 52 percent; public services, 65.1 percent; instructional services, 55.1 percent; and work environment, 67.5 percent. Fewer than four percent of the respondents from both libraries indicated a dissatisfied rating in their overall evaluation of the Library (RD5012, RD5012A and B).

Library staff cite their co-workers, the support of faculty, and the student relationships as areas of strength, but express concern about the ease of use of the automated system and the reliability of networked computing in the libraries and at remote sites. Maintaining an up-to-date print and electronic collection and continuing to provide adequate study space are additional challenges. Testing services will be moved from the Iowa City library in 1999, alleviating some concerns there about space, resources, and work environment.

Bookstore

The Iowa Hall Bookstore provides convenient access for the purchase of textbooks, supplies, clothing, and gift items. Book buy-back is also important to students, who may sell back used books at reduced prices to a used book representative who visits the bookstore during the last week of each semester.

A 1993 renovation improved the bookstore's appearance and services. A point of sale scanning system now allows the updating of the inventory, financial accounting, and the ability to access student funding sources for payment of financial aid and third party vendors. A listing of required books by section number with associated costs is available in the student records system. Open book stacks, shelved by course section number, allow students to serve themselves. Students who cannot access the bookstore's services on the main campus can do so through the Kirkwood Web page or by mail-order.

The average markup is 20% on new books and 25% on used books. Kirkwood Community College's Board of Trustees established and maintains a policy directing that profits generated from the bookstore be used "exclusively to purchase and/or provide enhancements that will serve to benefit students." Examples are additional parking lots, bookstore renovation, and new campus health office space (RD1003).

The 1997 student surveys indicated that 99.3 percent of our freshmen and 99 percent of the sophomores used the bookstore. The percent of students that rated their level of satisfaction with bookstore services as "Very Good" or "Excellent" are as follows, with the freshmen listed first: location, 69.5 percent, 67.8 percent; hours, 74.7 percent, 69.3 percent; telephone ordering, 58.9 percent, 51.5 percent; and availability of books and supplies, 63.3 percent, 54.6 percent (RD6302 A, RD6302B). These ratings were higher in every case than ratings given the bookstore by students in 1995.

Ratings of the bookstore by faculty and staff were fairly constant in the 1995 and 1997 surveys. After the 1995 surveys, Bookstore staff attempted to improve performance in two areas in particular—responsiveness to requests for material (61.4 percent responded as "satisfied" or "very satisfied") and communication with faculty and staff (54.2 percent responded "satisfied" or "very satisfied" in 1997). In both cases, the effort was successful. In 1999, 75.4 percent of faculty and staff responded "satisfied" or "very satisfied" with the bookstore's responsiveness to requests, and 68.7 percent responded "satisfied" or "very satisfied" with the bookstore's communication with faculty and staff (RD9307A). The bookstore renovations had an impact: 87.8 percent of faculty and staff rated overall appearance as satisfactory or higher (RD9307). Finally, overall satisfaction improved from 62.3 percent in 1995 to 78.2 percent in 1999.

Student Development

Student Development educates and supports students and non-students in academic, career, and personal development through counseling, assessment, and self-improvement activities. The 1997 student surveys (RD6302A,B) indicated that over seven out of ten students rated helpfulness of staff, hours, and location of counseling services as either good or excellent. To continue to improve student satisfaction, Student Development has broadened its services to include special programs to orient students to Kirkwood, to help returning adult and special-needs students, to provide diversity awareness, and to provide counselors in Iowa Hall and on East Campus as well as in Linn Hall. Each off-campus center also provides counseling services.

Student Development provides ongoing counseling to students, faculty, and staff dealing with physical and mental illnesses, personal crises, harassment, legal problems, marital and family dysfunction, abuse, and financial difficulties. Project Start, Iowa New Choices, and Dislocated Worker Programs are just a few of the areas in which counselors work with adult and special-needs students to provide professional support and educational opportunities. Diversity Services staff advise, support, and encourage students of various ethnic backgrounds in several important areas: financial aid counseling, special scholarships for students of color, ethnic organizations, cultural activities, and opportunities for community involvement.

Counselors, both full- and part-time, teach classes in Human Potential, Career Decision-Making, and Job Seeking Skills during day, evening, and weekend hours to accommodate various student schedules. In 1995, counselors developed an early warning system to help improve retention and advising for students with academic problems. The system is initiated by instructors with the goal of providing counseling support before minor personal or academic problems become more serious. There is some concern that since instructors tend to initiate the system after the first major graded assignment, the warning system may not kick in early enough. Counseling services also include coordinating accommodation plans for ADA students, providing and implementing academic support services and policies, providing intake services to enrolled and prospective students on a drop-in/call-in basis, conducting exit interviews, and following up to facilitate re-enrollment for students doing "complete withdrawals."

Student Life

Student Activity Hour

Not all things change over time. In 1968, the student activity hour on Tuesdays and Thursdays, 11:00 a.m. to 12:00 noon, was instituted. In spite of various attempts to change or modify the system, the activity hour continues much the same as it did in 1968, except for a slight time change.

Student Life exists to provide students with educational, social, leadership, and personal development opportunities through extracurricular activities; to provide housing information, reservations, and tickets; to help students develop a sense of belonging to the college and community through student volunteer efforts; and to broaden students' cultural experiences. Student Life supports clubs and enhances Student Senate activities and governance through promotion, bookkeeping, and fund-raising opportunities. Because the 1997 student surveys (RD6302A,B) reflected the need for greater visibility, Student Life increased its programming to the centers and distributed a monthly calendar to promote events. Since 1995, two speakers and four activities per semester have increased to four speakers per semester plus monthly lectures and sixteen weekly entertainment activities or other events.

Special events and speakers are often chosen in connection with college departments, including the Mel Oliven Lecture (Math/Science), the Arts Plus Series (Arts and Humanities), and "First Thursdays" Readings Series (English). Some lectures have been viewed via satellite and videotaped for future use. Some events and activities ("The Sunlit Path," a celebration of Martin Luther King, Jr. Day, and "Beauty of Diversity Days") involve connections with other community schools and businesses. Also promoted is the Senate-sponsored Spring Awards Banquet recognizing special groups and advisors for extra or volunteer efforts. A summer Young People's Performing Arts Camp, taught by Kirkwood and other college students, gives children ages 6-14 the opportunity to participate in dance, acting, music, and technical theater activities.

In 1997-98 the Student Senate structure was revised to take advantage of a large base of student involvement and leadership from clubs and organizations. The Senate now includes representatives from over 50 clubs/organizations and five at-large students. Officers are elected from among these 55 students. Senators may take part in leadership retreats, state legislative lobby efforts, Iowa conferences, and a Washington, D.C. trip.

Among the most significant links with the academic program is Student Life's involvement with service learning coordinators, who work with faculty to involve students in organized community service as part of their classroom experience. The program addresses local needs while developing students' personal, professional, and academic skills and their sense of civic responsibility. The program, initiated three years ago, includes four faculty members, 263 students and 74 businesses. Service learning links coursework to work experience, career exploration and employment, and helps to develop self-esteem and confidence.

Career Development

The purpose of the Career Development Center is to provide resources and services that help people make informed career choices and conduct an effective job search. The center's 1994 renovation made available

increased computer access for Internet job searches and an expanded schedule of career planning workshops for students and community members. Topics include Resume Resources, Self-Assessment, Job-Seeking Skills, and Dislocated Workers.

Approximately 300 participants use the facility each month, first using a standard assessment survey to determine their vocational and technical skills and interests and then meeting with a counselor or staff member to assess their strengths and weaknesses. From January 1996 through November 1998, the Job Line was accessed 13,329 times, for an average of 380 calls per month. Job openings are distributed throughout the entire college.

The staff collaborates with other agencies to deliver career- and job-related workshops in locations throughout the seven-county area. They routinely respond to mass layoffs and plant closings in the area to help dislocated workers re-enter the job market by offering assistance with workshops on career counseling, agency connections, and supportive services for retraining at Kirkwood and off-campus centers. Also, Career Development teams up with secondary schools and public and private agencies to deliver career and job services to their students or clients and assist in improving their skills or knowledge.

Campus Health and Wellness

Since it is believed that good health is necessary for lifelong learning, the purpose of Campus Health and Wellness is to promote health, wellness, and safety by assisting students, faculty, and staff to participate in health promotion activities, recognize those illnesses and injuries that need referral or follow-up, and assist those with chronic conditions to maintain optimal functioning. Campus Health services expanded tremendously over the last 10 years, from providing 2,565 services to clients in 1987 to 4,749 services in 1997. Emergency information and phone numbers are available in offices and classrooms so that all health-related incidents can easily be reported to the Campus Health office. Services include assessing and treating injuries, illnesses and emergencies of staff, faculty, students, visitors, and children at the Kirkwood Child Care Center. Referrals and appointments are made to area physicians or an emergency room and follow-up consultations are made.

Among the services performed by Campus Health and Wellness are the following:

- an Internet Health Resource Directory for information on health-related issues
- monthly health-related programs (e.g., a 5K walk/run; heart-health and hypertension screening; blood drives; alcohol, drug, and safety awareness events)
- a comprehensive Wellness Program for employees
- presentations on health-related issues given to students throughout the year
- monthly bloodborne pathogen and exposure training presentations
- input and review of physical and immunization records of over 1,000 students for the Health Science Department
- programs for the health needs of over 400 international students
- tuberculosis screenings
- assistance to the local physician who performs physicals for the men's basketball team
- maintenance of first-aid kits at on- and off-campus sites.

Campus Health staff include one full-time and one three-quarter time nurse. Mount Mercy College health students and University of Iowa practicum students use Campus Health for a

learning experience. The full-time Coordinator, a member of the ADA Safety Committee, Kirkwood Wellness Committee, and other community health-related committees, has received numerous awards and appreciation certificates for her outstanding contributions to the college and the community. In 1998, two staff nurses were honored as "Honorary Kirkwood Students," the highest honor awarded by Kirkwood students.

Child Care Center

In 1991, a new Child Care Center was constructed on campus as a convenient daycare site for students, faculty, and staff and to provide a teaching facility for Early Childhood Education (ECE) students. The environment is safe, attractive, and conducive to the development of young children. Each classroom is equipped with an observation window to allow ECE students to observe the children. Children's ages and sizes were foremost in decisions about windows, furniture, gym, outside playground, and plumbing fixtures.

Currently the center is licensed for 110 students. The maximum enrollment is maintained each year. Students, faculty, and staff can elect to contract by the hour or week. Others can elect full- or half-time child care. The enrollment profile is: children of Kirkwood students, 60%; faculty/staff, 25%; and community at large, 15%. Summer programs such as field trips, skits, plays, and other recreational activities structured with learning goals in mind are provided for the older children. A majority of the older children have younger siblings who attend the center, but this is not a requirement for registration.

All lead instructors have a four year college degree in Early Childhood Education, Elementary Education, or a related field of study. The staff are currently assessing the programs and facility in order to earn accreditation from the National Association for the Education of Young Children (NAEYC). Concerns include high turnover rates (typical in the child care field) and adequacy of computer support (a concern that is currently being addressed and should be solved by Fall 1999).

Americans with Disabilities Act (ADA) Case Management

In July 1990, Kirkwood formed an ADA Steering Committee composed of administrators, faculty, staff, and students to study current practices and make recommendations in regard to ADA compliance in student accommodations, human resource employment issues, and the physical plant. The committee met from 1992 - 1995. Since 1995, the Kirkwood Education Equity Committee has overseen all equity concerns, including ADA issues (RD6201A, RD6201B, RD6201C).

Since May 1993, the Developmental Education Department has administered an organized system whereby students with disabilities can receive reasonable accommodations to ensure success in their educational endeavors. The system works through a case management team composed of administrators, counselors, and faculty who are consulted by other faculty and staff about accommodation issues and procedures. A student is assigned a case manager, and a written plan is formulated and shared with the appropriate faculty members. Common accommodations include alternative forms of testing, tutoring, note-taking services, books on tape, interpreter services, specialized advising, and registration. There is a formal grievance procedure for students who feel they have not received reasonable accommodations in a timely manner (RD6201A).

At its inception, the case management team served approximately 50 students; this number escalated to 450 students during the 1997-98 year. The number of case management team members has remained unchanged, but there is not a staffing problem because the process is supported and facilitated by all faculty and staff.

Human Resources deals with requests from a department for faculty or staff accommodations, and Campus Health works with Plant Services to provide physical accommodations for students or staff who have special needs. As part of the original ADA Committee's findings, Plant Services staff outlined a long-range plan to bring the physical plant into ADA compliance in all buildings. That plan is almost complete, along with many other updates to buildings on campus and at the centers. Accessibility is now a part of any remodeling or new construction plans.

There is an ongoing need to increase awareness of available services to students and to keep faculty up-to-date on how to accommodate different disabilities. Faculty have indicated in surveys given after various ADA workshops on campus that they need more information about how to facilitate the learning of students with disabilities. Also indicated on the surveys is the need to improve communication between case managers and faculty.

Centers

We have already cited Kirkwood's high rate of penetration into households in its service area. Kirkwood Community College's centers deserve much credit for that accomplishment. The centers extend the college mission to the seven-county area by linking local needs to college resources. The majority of the population in the college district is within a 20-minute drive to a center, where college services and other services unique to the community are offered. Since 1989, centers have been added in Belle Plaine, Tipton, Marion, and Cedar Rapids. All centers have been remodeled, making them modern, attractive learning environments. The Vinton center moved downtown and the Monticello center moved to the former John McDonald Hospital. Centers representing unusually strong college-community partnerships include the Kirkwood Cedar County Resource Center, the Monticello Community Education Program, the Kirkwood Resource Center, and alternative high school programs in Tipton and Washington.

All centers are connected to the main campus through high-speed data and voice communication technology. Computers, connected through a wide-area network to the main campus network, are available for use by students, faculty, and staff. This network allows students to access any software available on the main campus, including the library's automated system and the Internet. Staff have full access to all administrative computer functions. A detailed description of services offered at the centers can be found in the distance learning section in the next chapter of this self-study.

Core services offered include college credit courses, continuing education, and high school completion programs. At their local center, students can complete all of the courses for an Associate of Arts degree. Classes are provided by traditional face-to-face instruction, Guided Self-Study courses, and Interactive Television (ITV). Each center has three ITV classrooms, one of which is connected to the statewide Iowa Communications Network (ICN). These various instructional delivery methods allow delivery of more than 80 sections of credit courses each semester. During the fall 1991 semester, 2,867

students took one or more off-campus credit courses; by the fall of 1998 this number had increased by 54 percent, to 4,410 students. In Fall 1998, off-campus instruction represented 26 percent of the total college credit hour enrollment (RD5406).

PHYSICAL AND TECHNOLOGICAL RESOURCES

Physical Resources

Kirkwood Community College owns and operates nearly one million square feet of facilities, distributed in 78 structures ranging in size from under 100 square feet to over 200,000 square feet (RD4401). These facilities are located at over 12 sites in nine cities throughout the seven county district. Over 325 acres, with seven major classroom and administrative facilities and 50 smaller classroom and support facilities, are located at the main campus in Cedar Rapids. Additional facilities include major learning centers located in county sites and three additional learning facilities located in the Cedar Rapids metropolitan area. Since the last self-study in 1989, nearly 25 million dollars have been spent on acquisition and development of facilities, infrastructure, roadways, parking, art, and site improvements. Funding for many of these projects has been provided by passage of facilities levies, but these funds have been supplemented by grants, state funding, partnerships, foundation funds, and related funding streams. Funding needs and priorities are accomplished using a situational planning process which is described and examined in Chapter 4.

Of the one million square feet of facilities, over 220,000 square feet have been added during the past ten years. These additions include both classroom and support facilities at numerous off-campus locations, including the following:

- purchase of a 60,000 square foot facility near downtown Cedar Rapids to provide educational and support services for an underserved population; rental spaces within this structure are used to offset debt service and operation for the facility
- a 27,000 square foot addition to the Iowa City Learning Center
- annexes and further additions of 14,000 square feet to the Iowa City complex
- renovation of a 2,500 square foot library building for use as a Belle Plaine center
- construction of a 10,000 square foot center in Tipton, a 10,000 square foot center in Vinton, over 7,000 square feet in two structures at Washington, and the addition of a 11,000 square foot business development center in Marion.

On-campus additions include the following:

- the 23,000 square foot Tippie Beef Education Center
- the Diamond V Mills/Animal Health building (of which Kirkwood occupies 10,000 square feet)
- the Aegon Data Processing Facility (of which Kirkwood occupies 11,500 square feet for Instructional Technology)
- the 11,000 square foot Horticulture/Floriculture building
- the 10,000 square foot Child Care Center
- the 6,500 square foot addition to Jones Hall
- the 15,000 square foot Automotive Technology building
- the addition to the Environmental Training Center, and a composting facility.

To support the growing issues of access and support for learning facilities, a new roadway system is being developed to provide connection and continuity among the four entries to the main campus. This loop roadway system is designed to decrease congestion at campus entry points, and provide quicker and safer access to campus facilities. The addition since 1989 of almost 1,000 new paved parking spaces in four lots has directly addressed student and staff concerns regarding parking shortages.

The first seven permanent buildings were named after the seven counties in Kirkwood's service area: Linn Hall (1969), Iowa Hall (1975), Benton Hall (1977), Jones Hall (1978), Washington Hall (1978), Johnson Hall (1982, and Cedar Hall (1983).

The continued dedication of $5,000 per year for art acquisitions and the addition of over $60,000 for plantings are evidence of Kirkwood's commitment to providing an environment that goes beyond pure functionality. Art acquisitions have been used to purchase permanent pieces for both indoor and outdoor exhibition. Planting improvements have been used for both functional and aesthetic purposes throughout the Cedar Rapids and county center campuses. Further additions to the cultural and artistic development of the campus are being integrated into new facilities and site development.

Improvements in physical plant and equipment are reported annually. Equipment acquisitions are documented in an equipment purchase listing report (RD4300) maintained by the Business Services Department. The Building and Classroom Utilization report (RD4400) shows that the total number of classrooms has increased 44 percent over the last ten years, centers as well as the main campus included. Plant Fund Activity Analysis reports for the last three fiscal years document improvements made at Kirkwood during that time period and include data on future considerations and estimated costs (RD3301).

Identification of physical resource needs begins with each department's annual preparation of requests for improvements such as office equipment, furniture, paint, or new carpet. The Executive Director of Administrative Services and the Director of Plant Services review these requests and obtain estimated costs, and next determine if the projects can be completed with internal staff or if they must be outsourced. They then present the final project list to the President and Vice President of Instruction for final approval. Kirkwood obtains quotes for all outsourced projects in excess of $5,000. Total expenditures for maintenance and remodeling projects have increased annually to a total of $675,000 during the proposed budget for fiscal year 2000. This commitment to a routine budget for maintenance and remodeling has limited the deferred maintenance problem typically associated with college campuses.

Recently, a prioritized "wish list" (RD1100A) from all departments was assembled in anticipation of the 20 1/4 cent levy. The levy was approved in September of 1998 and will generate $24 million over a ten-year period. This list includes major campus updates such as additional classroom, office, and studio space as well as renovations. There is some concern with classroom space, since 24 percent of faculty members in 1995 and 22 percent in 1997 indicated "not satisfied" with the adequacy of classroom facilities on campus. The new levy will be important in addressing this concern.

Five years ago, Kirkwood formed a Facilities Committee that is responsible for the review and follow-up of new building and remodeling projects for on- and off-campus facilities. Chaired by the Executive Director of Administrative Services, the Facilities Committee replaced the committee previously known as the Building and Grounds Committee and includes faculty, staff, and administrators.

First-time visitors to Kirkwood Community College usually comment on the clean, pleasant environment of the main campus and centers. College-wide surveys indicate that students, faculty, and staff also appreciate the college's physical resources. In our 1995 employee survey (RD2012), 71 percent of the respondents rated the condition of buildings and the grounds as satisfactory or higher, as did 83 percent in 1997. The primary responsibility for this facet of the college lies with Plant Services, whose purpose is to create and maintain a safe, healthy, and attractive environment while preserving the college facilities.

Safety/Security

Since 1981, Kirkwood's Safety Committee has addressed immediate and long-term safety concerns at the college. The committee serves in an advisory capacity to administration on various safety-related issues that may affect Kirkwood policies and procedures. The Director of Plant Services serves as the chair of the Safety Committee, which includes representatives from almost all departments. Safety Committee members are responsible for the "Safe-T-Gram" forms that are completed by employees or students who have noticed a potential hazard or witnessed an accident on campus. Completed Safe-T-Grams are part of the agenda of each monthly Safety Committee meeting along with other safety issues. The minutes of Safety Committee meetings are widely distributed.

In an effort to promote a safe working and learning environment, Kirkwood keeps security officers on campus 24 hours a day, every day of the year. Campus security officers assist employees and students in the event of a crime or other emergency. Crime statistics for Kirkwood, available in the resource room (RD2301), show a very low incidence of crime on campus. In every year except one, burglary was the only type of crime reported. In the 1995 employee survey (RD9307), 79 percent of employees expressed satisfaction with the feeling of personal safety while on campus; this increased to 87 percent in 1997.

Campus security also assists employees and students in starting stalled vehicles, unlocking vehicles, and escorting individuals from campus buildings to parking lots upon request. They are authorized to ticket illegally parked vehicles, direct traffic, and detain persons involved in any suspected criminal activity on campus until local law enforcement agencies can be notified. Campus security is contracted through Central Security. Details on campus safety and security are outlined in the *Kirkwood Employee Handbook* (RD9009) and the *Student Handbook* (RD6102).

Technology Resources

In 1998, Computer Information Systems (CIS) became Information Technologies (IT), which better reflects the range of services provided in the areas of mainframe and network computing, telecommunications, printing, and graphics.

Mainframe

The Information Technology Center (ITC)—a classroom, network, and computer laboratory center—is the product of a partnership between Kirkwood and the Aegon Corporation. When Aegon built its new data center facility

on Kirkwood's campus, it allotted 11,500 square feet on the ground floor for the ITC and provided an uninterruptible power source for Kirkwood's network servers and the mainframe. Kirkwood spent one million dollars to furnish the ITC.

In 1995, Kirkwood initiated a multi-member partnership in forming the Alliance of Community Colleges for Electronic Sharing (ACCES). This consortium of eight community colleges collaborates to develop, implement, and support one shared administrative mainframe computer system located at Kirkwood (RD8002B). A more detailed description of the ACCES consortium is included later in this chapter.

As a benefit of ACCES, the college acquired a new mainframe-based financial aid software system called SAFE. In preparation for the upcoming Y2K revision of mainframe-based administrative systems, all ACCES computer programmers received training in the latest software development tools and are now modifying existing systems to meet the Y2K challenge. The Continuing Education Student Record System, SAFE, and the payroll system are Y2K-compliant; the Credit Student Records System and others will soon be compliant.

In 1996, four new computer programmers were added to the staff, and mainframe hardware and system software were replaced. New processors (CPU's), added to the original mainframe, split the mainframe's work load and allow the mainframe to work faster on vital programs such as accounting, payroll, student records, and financial aid. These upgrades have improved the response time and permitted the addition of new mainframe users.

Network

The 1997 Faculty/Staff Surveys (RD9307) revealed some dissatisfaction with network and PC support. Networking technology is relatively unsophisticated compared to mainframe technology, and affordable management tools are not currently available to manage the network with the same reliability as the mainframe. However, improvements are occurring. Since 1995, the resources committed to the support of networking and desktop computing have increased significantly.

Staff additions in the network area have included trainers, microcomputer specialists, a project coordinator, an Internet project coordinator, a graphics designer/Internet programmer, a three-quarter time Internet programmer, a network engineer, and a microcomputer engineer. Enhancements to network management capabilities have included rewiring Kirkwood Hall for improved network connections. Student computer labs in Linn Hall were converted to new data wiring and improved network equipment was installed. Many hardware and software resources have been added: network management software, upgraded network hardware and software, additional fiber, rewired buildings, new servers, new e-mail software, and new desktop computers for faculty, staff, and students.

By the fall of 1998, the Novell network-fiber optic cable linking most buildings had 1,700 connections (RD8001B), and each of those users benefited from improvements in the reliability, performance, and capacity of the network.

Kirkwood now has 2,400 microcomputers, compared with 400 in 1989. Of that number, approximately 1,400 are available for student use (RD8001B), a ratio of eight students per

microcomputer. All full-time faculty have computers on their desks, as do almost 100 percent of the full-time staff. Adjunct faculty and part-time staff have computer access. Ten multimedia machines in ITC 4 are available for faculty use, each equipped with sound, CD-ROM, zip drive, scanner, and video digitizing capabilities. Instructors can use the machines for development or testing of new software.

Three new systems brought on line since 1995 further improve services to staff and students:

1. an imaging system for Financial Aid, Payroll, Human Resources, and Campus Health departments that permits the sharing of a document by approved multiple users at the same time;
2. the voice response system (K-TRAC, written in-house) that allows students to register and check grades over a touch-tone telephone; and
3. an Internet front end that allows students to register over the Internet, check grades, and view a list of books required for their classes.

Network and PC support services to Kirkwood staff and faculty have greatly expanded. Kirkwood's centralized Help Desk responds six days a week (60.5 hours) to 5,300 service calls per year and assists faculty and staff with computer-related questions.

Audio-Visual and Printing-Graphics

Audio-Visual (AV) equipment to support technology in the classroom is available from AV Services. Equipment such as slide projectors, film projectors, and camcorders may be checked out, and instructional videotape distribution is available in all classrooms. Lamination, audiocassette dubbing, videotape support to classrooms, and videotape duplication are also part of AV's traditional services to faculty and staff.

AV staff have worked with colleagues in other departments to provide new services. Computers and software in the Graphics Department have been upgraded to help support the design of Internet and multimedia projects. Development of nonacademic Web pages focus on areas that address the needs of distance students, including advising, tutoring, the library, and enrollment services. The Kirkwood Web site now averages 527 user sessions per day. The Web page development timeline is divided into six phases, with the result that over a period of fourteen weeks, a Web page can be brought from the initial consultation with the Internet trainer to the posting of the finished Web page.

The Printing and Graphics Department has upgraded the graphics area to provide a more efficient work area and to create a common area for clients to meet and view Internet and graphics designs. The department is currently upgrading its typesetter to be shared by instruction and production. The new typesetter's speed and features will allow students in the graphics program to complete assignments previously impossible in-house. The Print Shop continues its traditional functions of helping faculty with classroom material needs such as one- and two-sided printing, collating and stapling, color transparencies, and other special requests (RD5313).

Training in Technology

In 1992, the college identified as one of its priorities the need to provide for the adaptation of appropriate educational technology. An Instructional Technology Advisory Committee was formed to assist and advise in developing training to enhance faculty understanding of potential computer applications to education and to articulate the faculty's needs. The Instructional Technology Advisory Committee (ITAC) consists of 19 members

representing 13 departments and the satellite campuses. The committee also includes the Co-Director of Instructional Learning Technology Initiative, the Director of Learning Technologies, the Director of Learning Initiatives, and the Vice President of Instruction.

Support for faculty in the use of information technology is also the top priority of the Information Technology Center Team, which maintains office hours from 7:30 a.m. to 5:00 p.m. Monday through Friday. Faculty orientations to technology classrooms can be scheduled at any time through a call to the Help Desk. During the first three weeks of each semester, the ITC Team is also available for classroom orientations, tours, and to provide information about lab policies.

The ITC offers week-long project institutes between semesters for faculty who are interested in incorporating technology into their teaching. The goal of the institutes is to assist faculty in moving to technology-enriched teaching and learning. The institutes provide training to help faculty develop classroom materials, individual projects, personal home pages, or home pages for classes. Participants also learn to search library resources from their desk (RD5313).

Monthly training schedules are sent out to promote regular instructional computing classes. By April of the 1997-98 year, the number of these classes had exceeded all those offered in fiscal year 1996-97. Training arrangements are also available for individual projects or computer-based curriculum. Certificates of Completion are offered to faculty or staff who complete the following: MS Office introductory courses, Word Specialist, Excel Specialist, Access Specialist, Multimedia Specialist, Instructor Basics in Computing, Certificate in Curriculum Design: Technology and Distance Education, and Internet Specialist for Guided Self Study (RD5312).

The ITC's *ReadMe* newsletter is issued every other month to communicate the latest information about Information Technology services at Kirkwood, such as classes being offered, computer and network updates, and frequently asked questions. Inside Kirkwood, the Intranet Website at "http://inside.kirkwood.cc.ia.us" contains the latest information on computing and network services.

The college's commitment to helping its employees learn and maintain computer skills resulted in a Staff Computer Buy Program, first offered January through December of 1994. The program allowed full-time board-approved staff the opportunity to purchase up to $4,000 of computer hardware and software from a vendor of their choice, with the purchases paid back through payroll deductions over a period of three years. Financing is obtained interest free through the college Foundations. The first computer buy program attracted 237 employees spending an average of $2,709 each. Near the end of the three-year pay-back period, the staff showed so much interest in repeating the program that it was reopened to permit those with previously purchased computers the chance to upgrade their system and to allow new employees the opportunity to climb aboard. From July 1997 to January 1999, 201 people participated in the program at a total cost of $521,000.

Computer Laboratories

In line with the college goals to expand learning opportunities, to adapt training programs and services to changing occupational and community needs, and to apply tested and emerging processes and technologies toward the improvement of teaching and learning, Kirkwood has significantly increased the availability of current computer technology to students (RD1111). New computer labs

equip students with the skills they need to maintain or increase competency in their chosen fields. A total of 43 networked computer labs exist throughout the college, with approximately 1,400 computers in those labs and in classrooms (RD8001B). Even at that, we know that our students would like more—particularly machines with Internet.

The Information Technology Center's Open Lab is equipped with 72 microcomputers, some of which have multimedia and sound capabilities. Workstations are provided for students on a walk-in or reserve basis. No classes are scheduled in this area, and staffing is provided to help students. Instructors may bring classes to the Open Lab on a walk-in basis. The Open Lab is available to students 75 hours a week (Monday through Saturday).

Full- and part-time lab assistants are available to help students during the hours the ITC is open. The lab assistants provide the following services:

- answer questions about the use of the hardware and operating system,
- answer questions about application software, and
- provide Help Sheets and reference manuals for lab software.

Knowledge and instruction on specific curriculum-based software are provided by the classroom instructor (RD5313).

Computers with Internet access are provided in the Open Lab and at several other open labs on campus as well as at off-campus centers. Students may use the computers for research purposes on a walk-in or reserve basis. Guidelines for Internet usage are available at the Service Desk in the ITC or at the Library. Application software installed on the student server is available at every computer on the network. In addition to broadly-used applications in labs and classrooms, other computer labs throughout the campus have software geared toward specific disciplines. One example is the Math Center (122 Linn Hall), a twenty-station area used by students as a lab and study area. The offices of the math faculty surround the computers and study carrels. The center, open 47.5 hours a week, is staffed with part-time work study students, and limited assistance for math students is provided by instructors. Help with the equipment or the network is provided through the Help Desk. Evening access to the math software is provided in the ITC.

Telecommunications

Kirkwood has taken seriously its mission to make education and training accessible. The purpose of Telecommunications is to provide access to educational programs for the populations we serve. This purpose is accomplished by providing appropriate media resources and delivery systems to support staff, students and instructors. Via the Iowa Communications Network (ICN), microwave, and Instructional Television Fixed Service (ITFS), students in our seven-county service area are able to obtain credit/non-credit education without traveling to our main campus in Cedar Rapids.

A series of physical enhancements in distance learning equipment have improved communication between instructors and students. Students have shown their endorsement of distance learning by enrolling in distance delivery courses in steadily increasing numbers. Faculty and staff (75 percent) indicated in a 1997 survey that distance learning through telecommunications plays a very important role of responding to our community needs. Concerns include how to secure funding for two future improvements: 1)

upgrading the microwave system and 2) making the transition from analog to digital cable. Further discussion of telecommunications can be found in the Distance Learning section of Chapter Three.

Video and Media Services

The purpose of Video and Media Services is to provide appropriate media resources to support staff, students, and instructors. Video and media help to facilitate learning, to extend and add depth to classroom experiences, and to provide direction that will help faculty and staff to build a strong foundation for student success through use of video and media resources.

Video and media services staff respond to over one thousand requests each year for video productions, teleconferences (including some that are marketed nationally), AV equipment specifications and installations, audio and video duplications, photography, videotape support for classroom instruction, and special projects. The department provides more than 4,500 hours of operation per year for distance learning and cable television systems. The department has noted a decline in requests for satellite programming, which may reflect dwindling interest nationwide in satellite programs and/or an increase in the number of sites that are capable of handling satellite broadcasts. It continues to be important, however, to upgrade and improve technical equipment.

KCCK-FM

KCCK-FM is the college FM radio station—and the only full-time jazz station in Iowa. KCCK's purpose is to offer jazz and other music and information in a freely accessible manner, providing a clear college presence and service in the community. The station boasts 14,000 listeners, 10% of whom contribute financially to the station. KCCK-FM has worked very hard at fundraising as federal monies available to public radio have decreased, and the station constantly seeks corporate underwriting and marketing efforts to build listenership. The station's location on the second floor of Linn Hall gives it visibility, and its practice of piping programming into the hallway itself adds audibility to KCCK's presence on campus.

KTS-Kirkwood Television Services (Cable TV)

Another medium through which Kirkwood achieves its "access" mission is through its cable television station. Innovative programs such as the "Tomorrow's Careers Today" series and routine programming that regularly provides free information about careers, Kirkwood programs, and public events reach audiences in the Cedar Rapids and Iowa City areas. The channel is an access point for Guided Self Study courses. KTS-cable operates on a limited budget, and four Kirkwood centers (Tipton, Washington, Monticello and Anamosa) do not yet have access to the channel.

FINANCIAL RESOURCES AND PARTNERSHIPS

Financial Resources

Revenue Sources

Kirkwood Community College receives its funding from a variety of sources, primarily tuition & fees (46 percent), state appropriated general aid (42 percent), and local property tax (6 percent). Other sources include other forms of state and federal support, sales & services, and miscellaneous income.
In fiscal year 1998, the three major funding

sources combined accounted for 94 percent of college revenue (RD3001F). The importance of these sources is reinforced by the fact that their combined percentage has risen slightly over the years. The mix of the sources has also changed, giving rise to the issue of increasing tuition to offset declining state support.

Kirkwood is constantly confronted with the balance between our two primary funding sources: state funding and tuition. One of the reasons community colleges were created was to make post-secondary education affordable to all Iowa residents. Appropriated state general aid is the community college's primary source of tax dollars that support the operations of each of the schools. To state it simply, the more state general aid each school gets, the less they must charge their students for tuition. For a number of years, a statewide trend has been that state general aid increases have not kept pace with operational growth. This has placed an increased burden on students in the form of higher tuition.

In fiscal year 1994, tuition and fees accounted for 39.8 percent of college revenue while state general aid accounted for 45.1 percent. Five years later, in fiscal year 1998, the state general aid's share had dropped to 42.2 percent, forcing tuition and fees to make up the larger share at 46.4 percent of our total revenue (RD3002B).

The statewide distribution of appropriated state general aid has also been a subject of concern for Kirkwood for many years. The formula for distributing state aid has not adequately addressed enrollment growth during a time that Kirkwood has experienced tremendous enrollment increases. Consequently, there are large financial inequities across the community colleges. Due to substantial variances in size, a common measurement tool is to show average funding per full-time enrollment equivalent (FTEE). Using that tool, figures for fiscal year 1998 show Kirkwood receiving the least state general aid per FTEE of all the 15 community colleges (RD3002E). If Kirkwood received the average state general aid per FTEE, it would receive over $4,000,000 more annually.

Both of the revenue issues cited above are constantly being addressed at the state level through the IDOE and the state legislature, and the community college allocations for FY00 seem to signal a turn for the better. Kirkwood continues to work towards holding tuition and fees at a level that remains affordable to the students we serve.

The third major piece of our revenue stream arises from local property taxes assessed across our seven county service area. As allowed in state law, our Board of Trustees can bring before the voters of our service area a levy of property taxes to support certain expenditures. These expenditures include tort and general liability insurance, unemployment compensation, early retirement incentives, building and plant operational expenses, equipment purchases, and a modest allowance for general operations. Property tax revenue continues to increase steadily and is an integral part of our operational and structural growth. Regular and continued growth in our service area provides an ever-increasing base on which property taxes are assessed. The taxable valuation of all real property in our seven-county area increased from $9,482,340,890 in 1994 to $11,238,430,586 in 1998, an increase of just over 18.5 percent (RD3002G), the highest increase of any community college service area in Iowa. The outlook for the region indicates continued economic growth both in business and industry, as well as housing expansion that will help maintain the level of increase (approxi-

Figure 1: Employee Numbers

Employee Category	1989	1999	% Increase
Administrative/ Professional Support	171	202	+18.7%
FT Faculty	185	219	+18.4%
Secretarial/Clerical	94	110	+17.0%
Service Staff	63	88	+39.6%

mately 4 percent annually) in our property tax levies.

Expenditures

Our mission of "providing accessible, quality education and training" means service to the community. As is the case in other parts of the service industry, most of our budget is allocated to labor costs. In fiscal year 1998, nearly three out of every four dollars (72 percent) of the college's operating fund went for staff and faculty salaries and fringe benefits. An ongoing challenge is to control this portion of the budget while keeping salaries and benefits competitive with both industry and other educational institutions. Our target is to hold salaries and benefits to no more than 75 percent of the operating budget, a goal that has been attained in recent years (RD3002D).

A comparison of employee numbers and college expenditures over the last ten years shows how the college has met the challenge of balancing labor costs (Figures 1 and 2.a, b).

From Fall 1988 to Fall 1998, student enrollment rose 53.3 percent. The major increase was in part-time enrollments, which went up 73 percent while full-time enrollments rose 46 percent. The rate of increase of full-time Kirkwood employees in any category (Figure

Figure 2.a: 1988

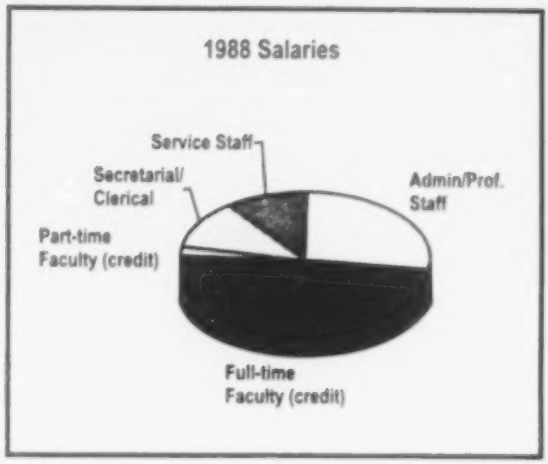
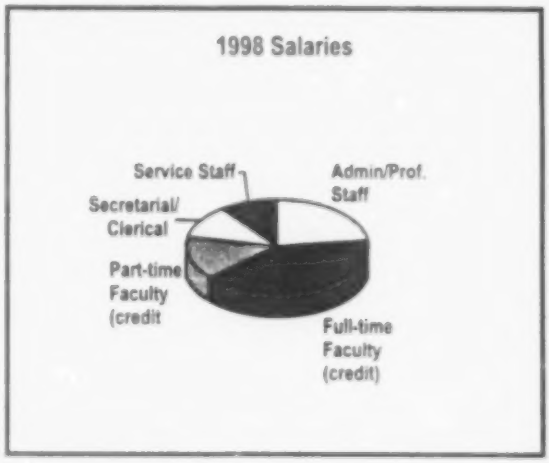


Figure 2b: 1998



1) obviously does not match the rate of enrollment increases, so presumably most of the staff additions that were needed to keep pace with increased numbers of students were in adjunct and part-time positions. The categories of greatest growth in number of full-time employees are Service Staff (maintenance/custodial and technical staff), probably reflecting the human investment that accompanies increases in infrastructure, especially the addition of new facilities and technologies.

It is interesting to review Kirkwood's growth from FY88 to FY98 in terms of salary expenditures, and to include instructional part-time as well as full-time employees in the picture (Figure 2).

While figures show an increase from FY88 to FY98 in the proportion of resources allocated for faculty salaries (i.e. full- and part-time faculty salaries combined), a shift from full-time to part-time instructional salaries is evident. In FY88, Kirkwood spent 51.5 percent of its total salary expenditures on faculty, with 49.3 percent going to full-time instructors and only 2.2 percent to part-time instructors. In FY98, salary expenditures for full- and part-time faculty had increased to 55.4 percent; however, that increase was the net effect of an increase in part-time faculty salaries to 15.09 percent, while the portion paid to full-time faculty dropped to 40.32 percent.

Most of the increase allocated to faculty salaries was offset by changes in Kirkwood's organizational structure that reduced the portion of salaries devoted to administrative and professional support staff. In FY88, Kirkwood allocated 27.09 percent of its total salary expenditures to administrators and other professional staff, while in FY98, the portion was only 22.85 percent of the total. Broken down into full-time vs. Part-time categories, the amount spent on part-time salaries in the administrative/professional support category changed little in ten years; thus, most of the reductions occurred in full-time administrative and professional support staff.

The share of total salaries allocated to Secretarial/Clerical and Service staff changed very little during the ten years between FY88 and FY98. Secretarial/Clerical salaries rose slightly as a part of total salary expenditures, from 11.16 percent to 11.45 percent; and Service Staff rose from 10.22 percent in FY88 to 10.29 percent in FY98. Minimal change was noted in comparing full-time to part-time.

An expenditure category that has changed rapidly in recent years is capital outlay. In fiscal year 1998, Kirkwood spent nearly 6 percent of the budget on equipment purchases. This is a significant increase over five and ten years ago, when the college spent 3.5 percent and 2 percent respectively (RD3002A), on equipment purchases. This trend is likely to continue as the college attempts to keep up with changes in technology. Fortunately, funding for equipment and technology improvement was strengthened with the passage of a six-cent increase in the property tax levy that raised our allowable levy for equipment purchases from three cents per $1,000 of valuation to nine cents, yielding $1,067,000 in fiscal year 1998. In recent years, equipment purchases are supplemented with $500,000 from the state, subject to annual approval by the Legislature and the Governor. A 20 1/4-cent property tax levy generates $2,401,000 annually that is reserved for new construction, renovation, and maintenance of facilities.

Budget Approval Process

The annual operating budget must be approved by the Board of Trustees as required by law in the State Code of Iowa. A proposed budget is published in the local newspaper with the date, time, and location of the Board meeting at which the budget is to be presented. The budget is presented to the Board during a public hearing that allows taxpayers to be heard on any issues related to the budget. Upon approval of the budget by the Board, it is filed with the Iowa Department of Education (IDOE). The IDOE, in turn, presents it for approval to the Iowa State Board of Education for their ultimate approval. This entire process takes place in the spring of each year prior to the July 1 start date of the budget year.

Internal budget procedures are designed to give financial direction but also to allow flexibility in use of funds. Department heads receive preliminary budgets based on their previous year's budget and activity. Appropriate college-wide increases or adjustments may be reflected. The department is then asked to make adjustments specific to their area for the upcoming fiscal year. Once the department budget is approved, the department head is given the responsibility for spending it appropriately with the minimum amount of external intervention necessary for adequate internal control. For example, the primary document for purchasing, the requisition/purchase order, is prepared within the department, signed by one but not more than two people within the department, and then forwarded to Business Services where it is processed within 24 hours for mailing. For emergency situations, purchase orders can be "walked through" and processed almost immediately. This streamlined process has been accepted by the college's auditors and proven to be very popular with departments. Departments can make simple transfers between line items of their budgets on-line without prior approval, also expediting the process.

Departments that require additional funds over their previous year's budget may submit supplemental budget requests. If approved by the Executive Director of Administrative Services and the President, funds are added to the budget, either for that year specifically or for future years if the need is ongoing. A similar process (described earlier) applies to physical additions and improvements to buildings, offices and grounds, with the difference that the project is funded outside the departmental budget.

Audits

Kirkwood is audited annually by the Iowa State Auditor's Office in accordance with generally accepted auditing standards; Chapter 11 of the Code of Iowa and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. The audit report contains the supplemental information required by U.S. Office of Management and Budget (OMB) Circular A-133 for purposes of additional analysis by a multitude of agencies from which the college receives funding. For the year ended June 30, 1998, Kirkwood received an unqualified opinion on the presentation of the financial statements and no adverse findings or questioned costs were noted in the report (RD3001F).

Fund Balance

An adequate fund balance is essential to the financial health of any non-profit entity and is a priority of our Board of Trustees and administration. A healthy fund balance represents reserves that may be drawn upon in financial emergencies as well as available funds to

offset short-term borrowing or invest for interest income. Kirkwood's progress in building and maintaining its fund balanced was discussed earlier in this self-study, in the section on 1989 concerns. Our goal of maintaining a fund balance to 8 percent of expenses (RD3002F) remains a high college priority.

Resource Development

Kirkwood has always had a strong reputation for developing innovative sources of funding. Our Resource Development office is ever-vigilant in matching local, state, and federal grant market funds with projects and has excelled in recent years in developing relationships with private industry. Agreements with a multitude of agencies and businesses have supported both equipment and building needs (e.g., Aegon and Diamond V Mills) as well as human needs (e.g., Kirkwood Resource Center and Kirkwood Learning Centers). The Kirkwood Foundation and Kirkwood Facilities Foundation have shown tremendous growth both in funding and in building relationships with the community for the future. Good relationships benefit both parties involved and serve to strengthen our standing in the community. They also form a solid foundation for future growth. Chapter Four will provide further discussion on this point, and will also describe the impressive record of Grant Services in supporting college programs.

We have many financial strengths. Yet as solid as we are and as much as we have grown in recent years given the resources at hand, it is difficult not to think about "what might have been" if state funding had only kept pace with operations and had Kirkwood received a fair share of that funding. We remain optimistic that we will be able to keep tuition and fees affordable for our students, to continue building on our fund balance, and to contribute to and benefit from strong economic growth in our service area.

Partnerships

Iowa Workforce Development & East Central Iowa Employment and Training Consortium

In 1997 Kirkwood Community College became a partner with Iowa Workforce Development (IWD) and East Central Iowa Employment and Training Consortium (ECIETC). Federal and state governments had mandated that a more collaborative workforce services delivery system be formed. The resulting partnership, linked via a common mission, allows us to better serve the constituents in our district through training individuals in order to meet area labor needs. IWD has developed a statewide system of one-stop shops for their services, and the college has a long history of one-stop shops through its centers. Now, duplication of services is eliminated. IWD's Strategic Plan (RD7101), the Regional Assessment and Analysis Plan For Region 10 (RD7102), and state legislation were the guides in building our partnership.

The regional director for IWD is partly funded by Kirkwood and reports to the Associate Vice President for Instruction, while other IWD staff remain employees of the state of Iowa. IWD links job placement and skill development with lifelong learning opportunities through programs and services created for employers, employees, and unemployed Iowans. Its mission is to commit resources to ensure income security, productivity, safety, and health of all Iowans.

Staff at the Kirkwood Resource Center have developed one-stop shopping that includes services offered by Kirkwood, IWD, and ECIETC. Other organizations joined the part-

nership through the newly formed organization, Coordinated Service Providers. This organization developed a Workforce Development Region 10 Customer Service Plan (RD7103) to promote further integration and develop a customer-friendly employment and training system. As models develop further, service collaborations are being extended to the college's other centers.

In July of 1997, Kirkwood became the fiscal agent for ECIETC, which administers the Job Training Partnership Act (JTPA), a federal program, and the Promise Jobs (PJ) welfare-to-work programs. JTPA provides job-training services for economically disadvantaged adults and youth. Dislocated workers and others who face significant employment barriers are served by JTPA programs administered through the college's Dislocated Worker Center. PJ provides employment and training services for individuals and families receiving welfare. Activities provided by ECIETC include academic enrichment, entrepreneurial training, limited internships, on-the-job training, pre-employment training, remedial and basic skill training, an opportunity to earn a secondary education certificate, vocational exploration, and work experience. ECIETC staff are college employees, with the director reporting to the Associate Vice President for Instruction.

This large, collaborative experiment in service is in its infancy, but the efficiencies experienced by clients utilizing "one-stop shops," rather than the former "run all around town" model, seem obvious.

The ACCES Consortium

Kirkwood's traditional leadership role in writing mainframe academic software for Iowa's community colleges was pivotal in shaping an exciting new venture in collaboration among a group of community colleges. Thus the ACCES story deserves elaboration as an example of the college's ability to organize and maximize all available resources through partnerships with others.

Between 1971 and 1995, Kirkwood developed administrative software that was used by several in-state and out-of-state community colleges. In 1994, as requests for additional services and software increased and as costs soared, we invited nine community colleges to join us in forming a mainframe consortium. At the time, each community college had its own mainframe. If each college continued to operate separately, it faced the expense of replacing its mainframe hardware and software in order to become Y2K compliant. The colleges had already faced rising expenses associated with changes in IBM's support of mainframes. So seven Iowa community colleges decided it would be more cost effective to pool their resources and move to one shared mainframe with one set of hardware, software, and personnel. Their decision signaled the creation of the ACCES consortium.

The ACCES founders who wrote the Articles of Incorporation and Bylaws had no model to follow, since ACCES is the only such consortium to use a shared mainframe. Under the ACCES Bylaws, each college has a voice in the direction ACCES will take. There is a user group for every major computer application area: financial aid, personnel, enrollment services, business services, continuing education, bookstore, and information technology. A system of user groups mutually makes decisions on programming needs and priorities.

To launch the consortium, Kirkwood signed over ownership of its in-house mainframe software application to the consortium. The ACCES mainframe is located in Cedar Rapids on the Kirkwood campus, with the other

colleges connected over T1 lines leased from the Iowa Communication Network (ICN). Kirkwood plays two roles in ACCES—that of founding member and of contractor to provide support personnel for ACCES hardware and software.

The buying power of the consortium provides great savings. Many applications are licensed according to the number of CPUs on which the software will run. Since ACCES colleges all run on one mainframe CPU, members receive a price break of one licensing fee rather than one for each college. The Degree Audit Records System (DARS), for example, was purchased at a cost to ACCES of $27,000; each college would have paid that entire amount had it been using its own mainframe. An Interactive Voice Response system (IVR) and the Kirkwood Touch-tone Registration and Communication System (K-TRAC) were written in-house by an ACCES programmer at about half the cost of third-party software. Additional benefits of ACCES include the Y2K platform, the Nebraska Bookstore software, Internet registration, the Financial Aid SAFE software, Iowa Management Information Systems (MIS), and the Electronic Data Interchange (EDI) Smart system.

Prior to ACCES, the complaint level of colleges using Kirkwood's services rose along with increased needs for more service and software. Since ACCES, the satisfaction level of consortium members has risen. The structure has resulted in better cooperation among user groups and has given colleges the power to identify and prioritize their needs. The expectation level of software users will undoubtedly increase in relation to the technology and means available to meet tomorrow's needs. ACCES will continue to strive to decrease this gap through its unique system of equal representation and shared resources.

Heritage Area Agency on Aging

The Heritage Area Agency on Aging (HAAA) was established in 1973 to meet the needs of older Iowans in Area X, which includes more than 20,000 residents who are at least 75. One of thirteen such agencies in Iowa (which ranks first in the nation in the percentage of persons at least 85), the HAAA is the only area agency on aging to be in partnership with a community college. Kirkwood is designated as the administrative agency for HAAA by the Iowa Department of Elder Affairs. The HAAA's stated purpose and the services echo Kirkwood's mission to identify community needs and to promote opportunities for lifelong learning (RD2001D, RD7001A, RD7005, RD7304).

The HAAA promotes and advocates for the dignity, self-determination, well-being, and contributions of older persons as individuals and within the context of their families and communities. Transportation and case management services give the frail and vulnerable elderly the opportunity to remain in their own homes. Over 87,000 one-way trips were provided in FY98. Almost 7,000 hours of respite services provided by the agency allowed care givers to meet the responsibilities of daily life and family. The Care Review Committee includes over 450 active senior volunteers working to improve the quality of life for those individuals living in local nursing homes, residential care facilities or group homes. The agency facilitates funding, planning, and collaborative resources for nearly 60 non-profit agencies (RD7005, RD7304, RD2001D).

In FY98, senior dining and home-delivered meal service furnished over 527,000 meals. In December 1998, the HAAA, in partnership with area Burger King restaurants, launched a regional pilot program, "Dashboard Dining."

Seniors over 60 are offered a total of eight nutritionally approved breakfast, lunch, and dinner menus at a reduced price. This innovative public/private partnership expands the Agency's service to previously underserved seniors in the 60 to 70 age group (RD7304).

HAAA seeks to maximize its relationship with the college by creating a more senior-friendly campus, along with college marketing aimed at older Iowans and at heightening the public's awareness of Iowa's increasing senior population. Sound management and administrative practices have placed the HAAA in a strong financial position to face the challenge of decreasing federal budget allocations. However, the agency also must meet the challenge of increased competition for volunteers (RD2001G, RD7304).

SUMMARY

Kirkwood Community College has effectively organized an almost overwhelming number of human, financial, and physical resources to accomplish its mission and purposes.

STRENGTHS, CONCERNS, AND RECOMMENDATIONS

Strengths:

1. Governance and leadership at Kirkwood have remained stable during the entire 33-year existence of the college. This stability provides the foundation for innovative service to students, industry, and community. Data that support this strength include:

    - Only three Presidents have guided Kirkwood.
    - Trustees have had only two Chairs.

2. Human resources remain one of Kirkwood's strongest assets. A highly qualified faculty and staff form the foundation of a strong institution. Processes for developing this resource are continually being improved.

3. Kirkwood offers outstanding service to its students. From the initial contact through a lifetime of learning, students at Kirkwood are provided a range of marketing, advising, counseling, wellness, and access options. Examples include:

    - Financial aid services have undergone several improvements since 1995 (e.g., hours, processing time, work/study monitoring, wage increase, Internet access, outreach).
    - Student Life is centrally located on campus and provides a wide range of programs and opportunities for students.
    - The Libraries have responded to concerns of the 1989 visiting team and enjoy a high degree of user satisfaction from students as well as faculty and staff.
    - Marketing and Admissions maintain the college's high visibility and provide strong support for new programs.
    - Professional Staff are available and responsive to the health needs of students and employees.
    - A variety of programs are in place for students of differing needs and abilities.
    - Centers in all seven counties offer a wide variety of courses, programs, and services throughout the college's service area; the bookstore mails books to distant learners.

4. In an environment of increasing scarcity for educational resources, Kirkwood has established procedures and methods of financing its operations that have allowed growth and continued excellence. This is evident in the following:

   - The college's finances are well-managed, with a strong fund balance (a 1989 concern) and outstanding audit record.
   - The college's two foundations and grants office are doing an excellent job of building relationships and finding funding sources to supplement college finances.
   - Partnerships with IWD and ECIETC bring the "one-stop shop" concept to clients.
   - Technological improvements of the past few years show a genuine commitment to a college goal and demonstrate the college's willingness and ability to collaborate with others in order to control costs.

Concerns:

1. Adaptation of processes and allocation of resources in a time of rapid growth and change have challenged the institution. Many of the standard procedures used in the past require adaptation to new pressures. While growth issues relate primarily to Criterion 4, many of the processes and procedures for managing and allocating resources are also affected:

   a. Human Resources
      - The hiring process needs to be made more efficient.
      - The college needs procedural approaches to address hiring issues, including how to attract and keep current employees given the area's low unemployment rate and how to facilitate an orderly and constructive transition during a period of many expected retirements.

   b. Facilities
      - Despite significant growth in campus facilities, updating of current facilities for current pedagogical methods requires continued attention.
      - Growth and changes in the college have led to the alteration of many facilities to uses for which the space was not originally intended.
      - Challenges remain for updating technology and space needs of the Library systems.

   c. Technology
      - Maintaining currency with technological change in both the learning and academic support environments has been difficult.
      - Support for technology has been stretched beyond its limits.

2. Internal communications at Kirkwood continue to be a concern. While faculty/staff satisfaction with internal communication rose from 43.2 percent in 1995 to 58.7 percent in 1999 and many technological changes have made communication easier, the growth and culture of the institution are not always conducive to timely, accurate, and economical communications. Additional improvement is still needed.

Recommendations:

1. The challenge to maintain an excellent staff will require monitoring of several aspects of human resources. The following should be included in this effort:

   - Continue to add full-time faculty, monitoring the ratio between full-time and adjunct faculty so as to maintain or improve upon the present ratio.
   - Continue to recognize adjunct faculty as valuable resources to the college.

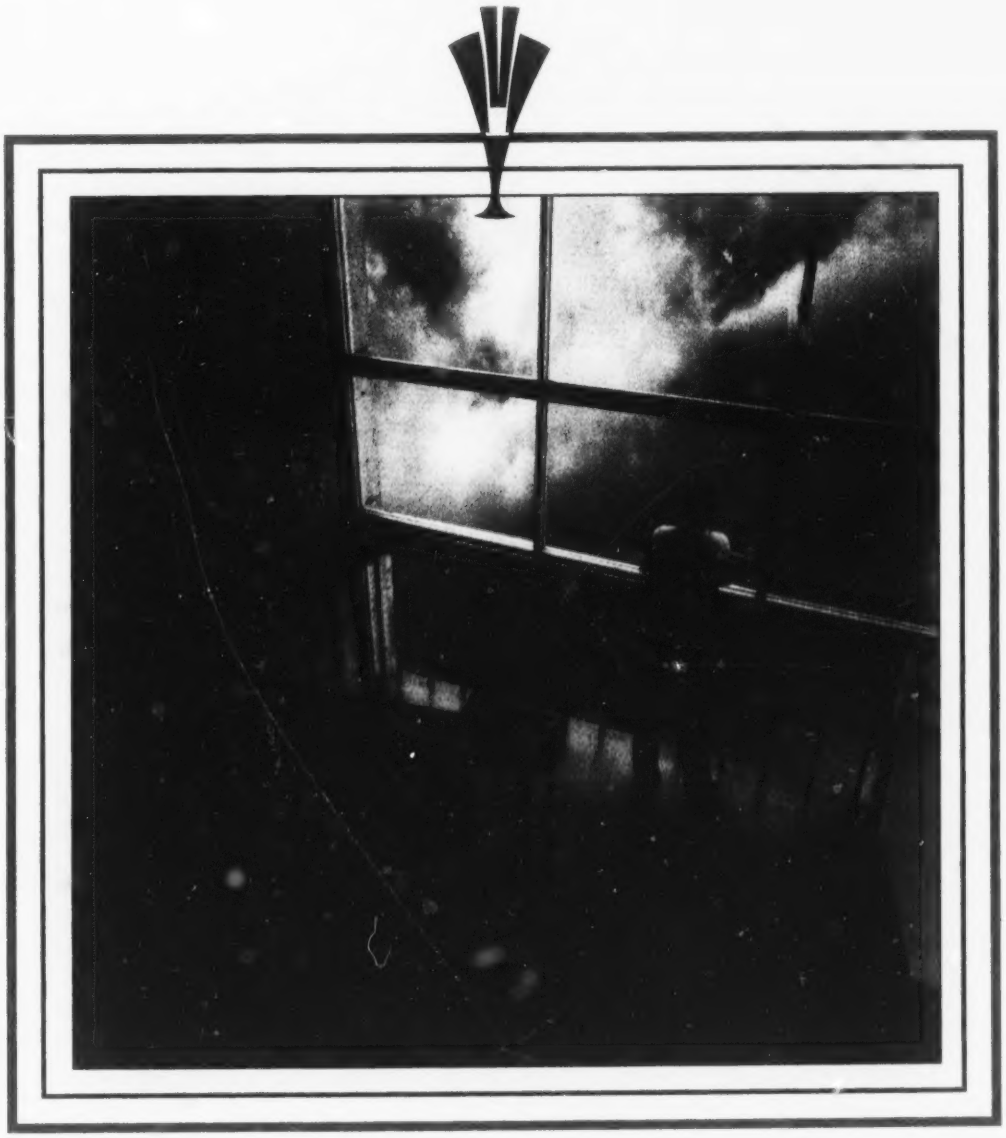
2. Efforts to improve communications need to be continued. Protocols and procedures for notification of college activities need continued updating. All available methods for sharing information need to be used.

3. Facility additions and updates need to incorporate current technology and maintain flexibility necessary to adapt to future changes. Restraints in existing facilities such as technology and space utilization limitations need to be continually evaluated for future improvements.

Kirkwood Geography

Iowa Hall and Kirkwood Hall provide commanding views of the surrounding area because they sit atop a paha (a Sioux word for "hill"), a ridge of glacial origin preserved by a cover of wind-blown silt and sand. Southeastern Iowa's pahas are the last remains of ancient uplands that were part of a higher, older glacial plain, and the Kirkwood paha is the highest point in the Cedar Rapids area.

Chapter Three: Accomplishment of Purposes



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Chapter 3: Accomplishment of Purposes

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

—Alvin Toffler

Criterion Three: The institution is accomplishing its educational and other purposes.

This chapter examines the very broad area of how Kirkwood Community College is accomplishing its educational and other purposes. In 1992-1993, the mission of the college was reviewed and purpose statements were established for instructional programs. The discussions of most areas of this chapter (Arts and Sciences, Applied Science and Technology, Developmental Education, and Continuing Education) are organized around these purpose statements. The section on Distance Education is organized around the Western Interstate Commission on Higher Education Guidelines for Distance Education. The sections on General Education, International Education, and Assessment are descriptive of the history and activities in these areas, the specific data appearing as relevant in the other sections of the chapter.

CREDIT INSTRUCTION

Arts and Sciences

The Arts and Sciences explore the human experience (its nature, accomplishments, and failures) as well as the universe in which this experience occurs to provide an environment in which students accomplish four purposes.

Purpose #1: Students complete courses for an associate degree, for transfer to another college or university, for employment preparation, and for self-fulfillment.

Students in all three degrees awarded in the Arts and Sciences (Associate of Arts degree, Associate of Science degree, and Associate of Science/Career Option degree) must earn a minimum of 62 semester hours of credit for graduation, with a minimum of 16 of those hours in residence at Kirkwood. For the Associate of Arts degree, a minimum of 41 semester hours must be in general education (5 hours of writing, 3 hours of speech, 9 hours of humanities, 6 hours of history-cultures, 9 hours of social sciences, 3 hours of mathematics, and 6 hours of sciences), with the remaining 21 hours in electives. For the Associate of Science degree, a minimum of 43 semester hours must be in general education (5 hours of writing, 3 hours of speech, 9

hours of humanities and/or history-cultures, 6 hours of social sciences, 20 hours of mathematics and sciences), with the remaining 19 hours in electives. For the Associate of Science/Career Option degree, a minimum of 20 hours must be in the selected career option area, 26 semester hours must be in general education (5 hours of writing, 3 hours of speech, 6 hours of humanities and/or history-cultures, 6 hours of social sciences, 6 hours of mathematics and sciences), with the remaining 16 hours in electives.

Kirkwood's three degrees offer students opportunities to prepare for transfer or employment as well as to take courses for personal enrichment or self-fullment. Evidence that these actually are important goals for our students is found in the 1995 and 1997 freshman student surveys (RD2011A), which were summarized in the *1998 President's Report* (RD2001H). The top three reasons for attending Kirkwood were "prepare to enter the job market," "transfer to another college," and "self improvement."

Evidence that our students are accomplishing these goals is found in the 1995 and 1997 sophomore student surveys (RD2011B). Survey summaries show that students met expectations regarding transfer, work-place skills, and self-fulfillment. Ninety-one per cent (91%) of sophomores said that they met or exceeded their expectations for transfer preparation; 94% said that they met or exceeded their expectations for attaining technical skills for the workplace, and 95% said that they met or exceeded their expectations for learning general workplace skills.

In an institution of higher learning, completion of courses is a traditional and fundamental measure of students' progress toward attaining their goals. Kirkwood grade distribution records, distributed each semester to administrators and instructors, contain course completion and grade data. Grade distribution records (RD5105) and grade distribution summaries (RD5302) provide evidence that in the Arts and Sciences division, an average of 61% of students received a grade of A, B, C, or D, and an additional 6.1% received a grade of P in courses that were graded as pass/fail.

Further evidence that students are accomplishing their goals can be found in the degree completion rates. Degree completion rates over three years are 18% for Arts and Sciences students, which means that 18% of full and part-time students receive degrees annually at Kirkwood Community College (RD1114 and RD2001H). Although the degree completion rate may seem low compared to four-year colleges, degree completion is not necessarily a goal of community college students (many of whom intend to spend only a semester or two in a community college before transferring), nor is it a good measure of community college success.

Evidence that Arts and Sciences programs are intellectually rigorous is shown in the "Performance After Transfer" data in the *1998 President's Report* (RD2001H, page 17), which compared earned GPAs of Kirkwood transfer students with those of native students at the three Iowa Regents universities. The data show that Kirkwood students, although entering post-secondary education with much lower ACT scores than native students, do nearly as well as native students at the three universities.

Course syllabi that have been articulated with transfer institutions are on file in each of the Arts and Sciences academic department offices. Articulation agreements with four-year colleges and universities are on file in the Advising Center. In addition to the statewide Associate of Arts articulation agreement

between Iowa's community colleges and three Regents universities, 57 additional agreements with colleges and universities are on file in the Advising Center. Course Equivalency Guides, also on file in the Advising Center, give evidence that Kirkwood courses are transferable to other institutions and are considered by those institutions as equivalent in rigor to their own courses. Transfer of Kirkwood students is further facilitated by the fact that Kirkwood transcripts meet the guidelines of the Academic and Record Transcript Guide of the American Association of College Registrars and Admission Officers.

To ensure that this record continues and improves in the future, Kirkwood hires qualified faculty (see GIR 9), reviews courses to be certain that needs are being met (see GIR 11); supports and maintains projects such as the Classroom Assessment Techniques project and the Teaching Circles project; plans and regularly administers student, faculty, staff, and employer surveys; has an Academic Assessment Plan in place; and has faculty who engage in special assessment activities (RD2001H).

In 1996, the Arts and Sciences Curriculum and Instruction Committee implemented a new schedule for reviewing courses, by department, on a rotating basis. This ensures that all Arts and Sciences courses are reviewed periodically by faculty. The process begins in the departments with a comprehensive review of all courses, which is designed to include all forms of delivery, all sites, and both full-time and adjunct faculty. The dean of each department prepares a summary of the course reviews (which since 1997 have included assessment) and presents a report to the Curriculum and Instruction Committee. After reviewing the department's report and supporting materials, the Curriculum and Instruction Committee completes the review cycle with a response to the department report. Summaries of the 1996 and 1997 reports are located in the English and Arts and Humanities department offices. Beginning in 1998 with the Social Sciences report, the annual reviews were placed on file in the office of the Vice President for Instruction as well as in the department.

As Arts and Sciences enrollments and faculty numbers at Iowa City and other distant sites increase, the curriculum review and assessment process becomes ever more critical to maintaining consistency of content and instruction. For example, in spring of 1999 the Iowa City center reported 15 full-time and 69 adjunct faculty teaching a total of 13,360 credit hours—approximately 23% of all Arts and Sciences credit hours. The particular needs of Iowa City students and responses to those needs by Iowa City faculty argue for some autonomy in delivering instruction. However, close communication and general consistency between campuses is necessary for curricular integrity and to serve students who take classes (especially sequential courses) on both campuses. An emerging concern expressed in recent Curriculum and Instruction reviews is that communication—about the curriculum and about assessment of learning—seems to be a problem. Most curricular discussions occur at department meetings, and it is understandably difficult for Iowa City faculty to attend those meetings. A challenge now and in the future will be to bridge the 25-mile communication barrier between Cedar Rapids and Iowa City faculty.

Purpose #2: Students practice various ways of thinking, knowing, and reasoning by examining the human experience, the world, and the universe through the sciences, the humanities, and the arts.

Evidence that Kirkwood is meeting this purpose lies in the college catalog (RD5112A), which lists the degree requirements as well as the wide range of courses taught at Kirkwood; the course syllabi in department offices that reflect the depth and rigor of our courses; the course guides that faculty distribute to their students at the beginning of the semester; and the AA, AS, and AAS degree requirements that are on file in the Advising Center.

Evidence that Kirkwood programs are intellectually rigorous has been cited in the section above. Evidence that Kirkwood students practice different ways of thinking and knowing include the following:

- breadth and distribution of requirements for the AA, AS, and AAS degrees;
- external and internal awards for academic achievements (e.g., Outstanding Student Awards, dean's list, Phi Theta Kappa, honors, writing, music, and art awards);
- opportunities for involvement in plays, recitals, concerts, and art exhibits;
- opportunities for publishing student work (newspaper, literary journal, social sciences journal); and
- special events, e.g., the annual Mel Oliven lecture and Iowa authors series.

Students benefit from interaction with a highly professional faculty that participates in faculty forums, the Teaching Circles Project, the Classroom Assessment Techniques (CATs) project, the Faculty Technology Initiative, workshops, conferences, and other faculty initiatives in new ways of thinking and knowing (RD2001H).

In 1998, the General Education Assessment Committee conducted a curriculum inventory to see which courses include instruction in general education goals and objectives. The eight goals established by the General Education Assessment Committee are listed in the *1997 President's Report* (RD2001G). Based on these eight goals, the General Education Assessment Committee developed objectives across the curriculum. From these objectives, the committee developed an inventory form that faculty used to analyze their courses for general education learning. The committee also developed a survey to measure students' self-assessment of general education competencies; which has now become an integral component of Kirkwood's college-wide student survey.

The 1995 and 1997 sophomore student surveys (RD2011A and RD2011B) asked students to rate their experience at Kirkwood on gaining knowledge, applying knowledge, improving problem solving, and developing a capacity for creativity. The results showed that greater than 90% of the sophomores reported accomplishing these goals to a greater or far greater extent than they had expected. If, as researchers Pascarella and Terenzini have found, "students know what they know," they are indeed practicing various ways of thinking, knowing, and reasoning at Kirkwood.

Purpose #3: Students acquire an introduction to the traditional core disciplines and exercise curriculum options that encourage integration and connections across disciplines.

The Arts and Sciences degree requirements and the college catalog contain evidence of the general education core and cross-disciplinary courses offered. Faculty have articulated the philosophies that inform each traditional area of Kirkwood's degree requirements (RD5309). Students select courses from a list

that faculty have determined appropriately represents the general education core areas. Arts and Sciences general education requirements also meet the AA requirements defined in a statewide articulation agreement between community colleges and Regents universities (RD5317). Grade distribution reports and summaries (RD5302 and RD5105) show that students are taking general education core courses. Completion rates shown in the *1998 President's Report* (RD2001H, page 13) are evidence that students complete the curriculum.

In order to provide students with a better understanding of our academic expectations and college-level educational climate, Kirkwood offers a one credit-hour course, Introduction to Liberal Arts: Academic Orientation. Five workshops conducted during a one and a half day period address areas such as introduction to the library and other student support resources; reading, communication skills, and note taking in college courses; ways of knowing and thinking fostered through degree requirements; techniques to organize time and personal resources to accomplish academic goals; and how individual style and cultural diversity influence teaching and learning. Since the course was first offered in 1991, about one-third of all incoming Arts and Sciences students have taken it. A study of students who took the orientation course found that while there is no significant difference in grade point averages for students who take the course (2.5) and those who don't (2.7), there is significant, positive indication that the orientation course increases persistence. Where 51.4% of all Arts and Science students continue to a second year at Kirkwood, 68.7% of those students who take the orientation course continue. This is a conservative comparison, in that the orientation students were also a part of the total number of students represented in the data.

Integration and connections across disciplines are demonstrated by the faculty's participation in cross-cultural interdisciplinary courses. Evidence of these activities can be found in files labeled Faculty and Staff Activities Undertaken Overseas (RD5001) and International Training Conducted on Campus (RD5002). These files list the faculty who participated, the country to which they traveled, and the type of project. Further evidence for making connections across disciplines can be found in the list of courses labeled "IN" (interdisciplinary) in the Arts and Sciences degree requirements and the college catalog. Examples of integration and connections across disciplines include Study Abroad Programs, which provide opportunities for students to study in another country; the Mel Oliven Lecture series, which secures speakers on science topics with broad interest; faculty forums, which provide opportunities for students and faculty to broaden their knowledge; and the 1998 and 1999 trips to Costa Rica, which included study in language, ethics, and environmental science.

The 1995 and 1997 student survey results (RD2011A and RD2011B) contain several variables pertaining to purpose #3. Responses indicated that nearly 90% of the students stated that their experiences were equal to, beyond, or far beyond their expectations for meeting the following goals: improving skills in reading, speaking, listening, and computation; applying knowledge; improving problem solving; improving writing skills; attaining technical skills; and attaining general workplace skills. Knowledge of history and learning a foreign language were not rated highly as goals by freshman students, nor as accomplishments by sophomores in the 1995 and 1997 surveys (RD2011A and RD2011B). The low survey results for foreign language variables may be attributable to the fact that Kirkwood has no foreign language requirement. Responses to the surveys also show

that students are satisfied with the variety of courses offered for meeting purpose #3.

There is no formal interdisciplinary studies requirement. We have experimented with linked courses and block scheduled honors courses, but difficulties in student scheduling impeded expansion of these formal options. However, there is evidence that informal, interdepartmental connections are being made. Some examples include: the series of ethics courses in the Arts and Humanities department, where ethics is studied in a cross-disciplinary framework (e.g., environmental, medical, educational issues); the 1998 and 1999 Costa Rica study trips, which integrated ethics, language, and environmental science; the Literature and Culture series in the English department, in which the literature of several disciplines is studied; the linking of Fundamentals of Communication and Introduction to Teaching; service learning as a component of several courses; and new interdisciplinary courses such as Microbes and Society and American Pluralism (RD5410A, B).

Purpose #4: Students develop the knowledge and skills necessary to exercise the rights and responsibilities of citizenship in local, national, and world communities.

The *1997 President's Report* (RD2001G, page 3) notes several events and accomplishments that are evidence that this purpose is being met: the ESL Program, which provides training in speaking, reading and writing; Celebrating Diversity Day, which allows international students and ethnic groups to display facets of their culture; "The Sunlit Path", a day-long series of workshops on Martin Luther King, Jr.'s Birthday; the 1998 addition of a diversity requirement for Arts and Sciences students; and the Diversity Committee, which oversees the implementation of the AA degree's diversity requirement.

The service learning program addresses local needs while developing students' personal, professional, and academic skills and their sense of civic responsibility. The program, initiated in 1996, included four faculty members, 263 students, and 74 businesses and agencies during the 1998-99 year. Service learning links coursework to work experience, career exploration, and employment, and seems to help to develop self-esteem and confidence.

Some of the student survey variables (RD2011A and RD2011B) already cited in purpose #3 apply indirectly to the "citizenship" focus of purpose #4. Applying knowledge, improving problem solving, improving writing skills, attaining technical skills, and attaining general workplace skills are examples. In addition, the following variables apply directly to purpose #4: acceptance of diversity, respect and consideration for others, gaining understanding of different backgrounds and cultures, recognizing the rights and responsibilities of citizenship, preparing oneself to live in a world community, improving learning habits, refining one's system of personal values, and educational value of clubs and organizations. Arts and Sciences freshmen rated these as important or very important from a low of 54.1% to a high of 88.3% (RD2011A). Sophomores responded that they had met these goals, with about 90% answering "equal to", "beyond", or "far beyond" their expectations (RD2011B). There was improvement in the percentages for the student answers to these variables from 1995 to 1997. However, our surveys still show that citizenship skills are viewed by college students as less important than other skills learned in post-secondary education.

Applied Science and Technology (AST)

The Applied Science and Technology departments, in collaboration with business and industry, offer programs with a holistic, lifelong perspective of the workplace and provide an environment in which:

Purpose #1: Students obtain an education necessary to secure entry-level employment, maintain or increase competency in their chosen fields, or prepare for career changes.

Evidence that purpose #1 is important for our students is found in the 1995-1997 graduate follow-up surveys (RD2100). Although return rates on the surveys are not as good as we would like, graduates reported positively on three areas of preparation that are directly related to purpose #1: "attainment of job skills", "training-related placement rates," and "attainment of goals."

An analysis of graduate survey data in the area of "attainment of job skills" provided positive evidence that students obtain needed job skills. On a scale of one to five (five being "strongly agree"), 1995-1997 graduates rated Kirkwood 4.1, a very good average (RD2100).

Additional evidence that students are accomplishing their goals is shown in training-related placement rates. In 1995, 82.2% of the students who responded to the graduate survey were in the labor market, 15.6% were continuing their education, and 81.6% were employed in related fields of study. In 1996, 80.7% of the students surveyed were in the labor market, 19.9% were continuing their education, and 80% were employed in related fields of study. In 1997, 83.9% of the students surveyed were in the labor market, 15.5% were continuing their education, and 75.1% were employed in related fields of study. An important mission of Iowa community colleges is to develop a workforce for the State of Iowa. The data show that 92.6% of Kirkwood students surveyed in 1995 and 95.3% in 1997 were employed in the State of Iowa. Similar information for years before 1997 is available in the Career Development Center. Reports for 1997 and 1998 are available on disk in the Resource Room (RD2100).

Graduate surveys also provide evidence that our Applied Science and Technology students are accomplishing their goals. Again, graduate survey criteria were rated one to five in this survey, and the average of our graduates' rating of how well they had attained their goals was 4.2 (RD2100).

Thus, evidence from surveys demonstrates that graduates' ratings of goal completion are high and that most of the students are employed, working in a field related to their studies, and remaining in Iowa.

Concern exists, however, in the low response rate of the surveys by graduates and inconsistent responses on placement data from department to department. In hopes of improving response rates, measures have been taken to revise and improve the surveys and to personalize the survey process. Faculty and staff are making a strong effort to ensure that surveys are completed each year, and taking a more active role in student placement by working with the Career Development Center to more accurately track graduates. An aggressive effort by the Health Science department improved response rates by graduates to 54% and employer response rates to 61%.

Purpose #2: Students in the Applied Science and Technology Division shall develop career competence in technical areas, academic skills, thinking, and reasoning abilities, quality of work-life skills, job-seeking skills, and management skills.

The Applied Science and Technology Division consists of over 60 programs in Agricultural Science, Business, Health Science, and Industrial Technologies. Program and course descriptions are available in the college catalog (RD5112A). This extensive variety of focused program offerings is evidence that Kirkwood is committed to provide career education for a wide spectrum of career fields.

A variety of measures are used to demonstrate the college's progress toward fulfilling the indicators of effectiveness identified in AST purpose #2:

a. Demonstration of critical literacy skills

The *1997 President's Report* (RD2001G, page 15), documented that of 945 second-year students surveyed, an average of 93.6% expressed "fulfillment" of all five critical literacy goals, including "ability to solve problems" (93.9%); "speaking and listening skills" (95.2%); "writing skills" (92.2%); "computation/mathematics skills" (91.8%); and "reading skills" (92.3%).

b. Employer assessment of students' job related competence

Data from employer surveys of 1996-97 and of 1997-98 (RD2100) indicate an average score of 4.4 on a five-point scale for all employers responding to three items related to attainment of job skills. Thus, most employers agreed that graduates had attained the requisite job skills.

Data from employer surveys in 1996-97 and 1997-98 (RD2100) reveal that the average score for all employers responding to six items assessing job-related competence was 4.2 (five being "strongly agree"). Most employers surveyed agreed that Kirkwood graduates had attained job-related competence. Competencies assessed were problem-solving, positive work attitude, ability to plan and organize work, oral communication skills, and ability to work with others.

c. Locally developed tests of basic and technical skills

Perkins legislation was the catalyst for the development of a comprehensive testing plan using pre- and post-tests of basic and specific technical skills. The pre-test was given at or near the beginning of a students' educational experience, and the post-test was administered during the students' final semester before graduation. These exams were used until the 1998/99 academic year. Results of the technical exams in some Health Science and Agriculture programs have provided valuable measures of student learning by indicating gain/loss in specific competencies for selected programs. Longitudinal data are not available for all programs and departments.

Overall results of the basic skill exam have shown widely varying results, and the validity of the data is questioned. Two key problems have been the lack of motivation of students on the exit exam and the inability of the test to evaluate skills that are typically evaluated using practical methods. Difficulties have also been encountered in formatting data in a cohort model that can track improvement in student learning on an individual basis and on a competency basis.

While data have been collected, issues surrounding the Perkins exam have prompted us to investigate more effective and reliable methods of collecting data regarding student learning. Perkins exams were used until the 1998/99 academic year. During 1998/99, changes in assessment of student learning led to alternatives to the basic skill exam for collecting data regarding general education (basic) skills. Many applied science departments moved to embedded general education assessment techniques to gather such data. Technical skills continue to be collected by means of the Perkins exit exam and departmental exams.

d. Certification exams

Several Kirkwood programs use certification exams. Program coordinators track the results of graduate performance on these exams and use the results as a basis for modifying the curriculum. Six programs in the Health Sciences use national certification or state licensure exams. Results of all Health Science exams are housed in the Health Science Department, 223 Linn Hall. In the Communication Electronics Program, the National Certified Electronics technician exam is given to all students in the program. Each welding student must pass welding competencies to be certified. Agriculture students in the Veterinary Technician program also participate in certification exams.

e. Demonstration of citizenship skills

In addition to expecting and reinforcing good citizenship skills in classes, Kirkwood encourages students to become actively involved in clubs and organizations that are developing citizenship along with work-life skills, job seeking skills, and management skills. As of 1998, there were 53 Kirkwood clubs and organizations, with 2,120 student participants. This translates to 18.3% of the student population at Kirkwood who are involved in clubs and organizations. Clubs and organizations involve students in leadership, conference opportunities, and local, state, and national competitions. Club activities include volunteer opportunities, fund-raisers, cooperative ventures with other college students, and community service projects.

Purpose #3: Students exercise curriculum opportunities for credit for prior learning and successfully articulate competencies among educational institutions.

That the Applied Science and Technology Division is accomplishing this purpose is evidenced in articulation/transfer to senior institutions, in providing credit for prior learning, in articulation agreements with high schools, and in the growth of AST enrollment at Kirkwood.

a. Articulation/transfer to senior institutions

Several Applied Science and Technology programs have established special transfer agreements with four-year institutions to assist students who have concurrent interests in AST subject areas and Bacca laureate degrees. These programs, listed in the 1997-99 Kirkwood catalog (RD5112A, pp. 40-44), have articulated their curriculum with a variety of four-year institutions that offer Baccalaureate degrees in related subject aeas. These programs are administered by the appropriate Kirkwood academic department.

Approximately 6% of all AST students indicated on the 1995 and 1997 student surveys (RD6302C) that their intent is to

transfer to a senior institution upon completing their programs of study. Based on requests for transcripts to be sent to senior institutions, the actual transfer rates for career education students are between 4% and 6%. (When the local economy is strong, the requests decrease.) The number of students requesting transcripts sent to four-year institutions is essentially the same as the number of AST students who indicate their interest to transfer. Therefore, it appears students are transferring at the rate they intended when entering the college.

In 1998, an articulated, accelerated academic program entitled ADVANCE was developed to assist working adults who have an interest in obtaining a business degree without leaving their full-time jobs. The ADVANCE degree was jointly developed by Kirkwood and Mount Mercy College, a four-year liberal arts institution in Cedar Rapids, to allow students to take courses in an accelerated format during evenings and weekends. Courses are offered in either a 5-week or 10-week block with one class meeting per week. The reduced "seat time" for the class is supplemented by on-line instruction and out-of-class activities that require the student to engage in a combination of in-class, group, and self-directed learning techniques. Kirkwood and Mount Mercy College are jointly developing a plan for assessment of outcomes and student learning that will compare ADVANCE outcomes with those of traditional delivery methods. ADVANCE is articulated between the two institutions so that students are able to earn an AA at Kirkwood and transfer up to 75 credits to Mount Mercy. At Mount Mercy, students continue the ADVANCE program to earn a BS in Applied Business.

b. Credit for prior learning

In Applied Science departments, students may be awarded college credit for prior learning or work experience through examination or waiver processes (AST programs, college catalog, RD5112A). Policy administration of prior learning credit is at the discretion of the department. Typical examples include departmental exams to validate competencies acquired through prior learning and submission of portfolios to be reviewed for possible waiver of credit. College Level Examination Program (CLEP) exams may be used to satisfy many general education requirements and selected technical requirements. In Fall 1999, 13% of AST students received credit through exam or waiver. During the ten-year period from Fall 1989 to Fall 1999, the highest percentage of students who received such credit was 22% in Fall 1995 (RD6302C). Student demographics, particularly the entering age of the students, affect the percentage of students who receive credit.

Every Applied Science department allows students to transfer credit from other higher education institutions. College policy, stated in the catalog (RD5112A), allows variable amounts of credit to be accepted based on specific program requirements. Approximately 20% of all AST students each term have transfer credit from another college or university on their transcript (RD6302C). At program entry, students are advised of the process for submitting transcripts and, if appropriate, of the methods for obtaining credit for prior learning.

c. Articulation agreements with high schools

To fulfill a state legislative mandate in 1991 (Senate File 449), Kirkwood Community College worked with area high schools to articulate 16 college credit courses for Applied Science and Technology programs. This enabled high school students to earn college credit by completing four steps:

1. Developing the course competencies at an agreed-upon performance level.
2. Having the high school teacher submit a course competency validation form to the appropriate academic department for review and approval.
3. Enrolling at Kirkwood within one calendar year after high school graduation.
4. Earning 12 semester hours of college credit at Kirkwood. When these 12 credits have been earned, the articulated credit will be placed on the student's transcript.

Over 115 high schools have signed articulation agreements with Kirkwood (RD6407). For the 1998-99 academic year, 244 presently-enrolled students have articulated at least one course for college credit (RD6406). During the 1998-99 school year, Applied Science and Technology faculty, in partnership with local school districts, reviewed all articulated course competencies. Articulation agreements have been sent to local school districts for review and re-signing of agreements.

Kirkwood's Website supports course articulation by providing information on articulation processes, forms, and course competencies. The Website has been a highly valued resource for high school teachers and counselors. In addition, an extensive marketing effort is underway with high school faculty and counselors to incorporate articulation opportunities into their program of study and to promote them in their classrooms.

d. Program changes

AST programs change appropriately to address the changing needs of local business and industry. There have been significant changes in AST programs during the last three years to update technical skills in programs. Examples include:

- The agriculture curriculum has been updated to include precision farming with the integration of courses in global positioning systems (GPS) and geographic information systems (GIS). Faculty development is supported by industry and a National Science Foundation grant.

- The Graphic Communications Technology program has undergone a substantial revision from a press-centered to computer-centered program.

- The Computer and Numeric Control (CNC) program has been restructured to an open-entry format.

- The Office Administration curriculum was revised to incorporate the latest technology into a multi-tasking, team-based learning system; it also has added a Virtual Office laboratory.

- Programs were added to address business and industry needs in Masonry Construction, Local Area Networking (LAN), PC Programming,

Surgical Technology, Dental Hygiene, Physical Therapist Assistant, Health Services Administration, Veterinary Technician, Carpentry, Telecommunications, and AS400 programming.

These examples of program changes and additions are evidence of the college's response to the changing needs of the local marketplace.

In addition, the college has established a Program Viability Review Committee to ensure that career education programs continue to serve the needs of the community. The objectives of the viability review process are to rehabilitate programs that can continue to serve our community's needs and to discontinue programs that are no longer serving community needs. During the past five years, over eight programs have been studied under the viability review process.

Purpose #4: Students complete programs of study leading to certificates, diplomas, and degrees designed for career preparation.

To earn an Associate of Applied Science degree, a student must complete a minimum of 62-72 semester hours, maintain a cumulative grade point of 2.0, earn 16 hours in residence, and complete a minimum of 15 semester hours of general education requirements as prescribed in the college catalog. To earn a diploma, a student must complete a minimum of 30-52 semester hours of credit, earn eight hours in residence, and maintain a cumulative GPA of 2.0. To earn a certificate, a student must complete a minimum of 12-18 semester hours, earn six hours in residence, and maintain a cumulative GPA of 2.0. The specific technical requirements for all programs are listed in the college catalog and can be obtained from the departments and program coordinators (RD5112A).

During the past three years, the number of students graduating with certificates, diplomas, and AAS degrees has remained fairly constant. In 1995-96, 351 students received a certificate or diploma, and 605 were awarded an Associate of Applied Science degree. In 1996-97, there were 317 certificates and diplomas awarded and 619 Associate of Applied Science degrees. In 1997-98, certificates and diplomas awarded totaled 334, and Associate of Applied Science degrees totaled 594. Although the decline during the past three years has not been significant, the trend is downward, while enrollments have remained constant. The three-year completion rate has decreased from over 45% in 1990-93 to approximately 39% in 1995-98. There is no standard by which to measure the completion rate. Possible reasons for decreased completion rates include the very low unemployment rate in the service area and the increased number of part-time students in AST programs.

Developmental Education

The Developmental Education Department provides a wide array of comprehensive instruction and support services to students and staff. There are two broad purposes for the services provided by the department:

Purpose #1: Develop educational and/or employment plans for the student served.

The Developmental Education Department is prepared to assist *any* student who desires help in developing educational or employment plans, but the department's role is perhaps most clearly exemplified in its service to four programs: Vocational Individualized Training and Learning (VITAL), Skill Center, Student Support Services (SSS), and ADA case management.

All students in the VITAL program have a written individual educational plan (IEP). Instructional staff monitor the IEP, provide instructional support to students, and work with other Kirkwood instructional staff and high school counselors to help students achieve their goals. Since the inception of the VITAL program, 380 students have enrolled in the program. Of these 380, 78% have completed the program and 46% have earned their diplomas.

All students served by Kirkwood's Skill Center program have an individual rehabilitation plan (IRP) that outlines the goals and objectives of the student. Periodic staffings are held to monitor the progress towards achievement of the IRP goals.

The federally-funded Student Support Services (SSS) Program assesses students' academic needs, provides input to students concerning academic intervention, and assists students to achieve their goals by providing counseling and writing support services. The SSS Program serves 175 first-generation, economically disadvantaged, or disabled students annually. Each student has a specific educational plan based upon academic need (examples located in the Developmental Education Department). The program consistently has a retention rate of 95-97%. Project Start, a local program for high-risk students, has had a similarly successful retention record.

Students served by the Americans with Disabilities Act (ADA) Case Management Services are assigned an individual case manager who develops a written accommodation plan for each student. The plan is monitored by the case manager and the student, and services are provided on an individualized basis so the student can receive accommodations that help them achieve their goals. The case manager, the student, and each instructor have a copy of the written accommodation plan. The department has seen a dramatic increase in the number of students requesting accommodation services. The case management system began in 1994 and as of the spring semester of 1999, 365 students have an active plan in place, 783 students have "inactive" status (meaning they have graduated, transferred, or no longer need accommodation services), and 76 students are in the process of applying or requesting services for the first time.

Purpose #2: Assist students to implement their educational/employment plan, successfully complete their academic requirements, and achieve their goals.

Ensuring appropriate course placement is a critical step in helping students achieve their academic goals. Chapter Two has already mentioned the role of the Advising, Testing, and Transfer Center, which provides testing and academic advising from entry through graduation. Academic advising services are provided to students on an individualized basis, and the advisor and the student work out a course of study for each student based upon the student's goals and college degree requirements. Advisors are available to assist all students who need to incorporate developmental studies or academic support services into their educational plans. The advisors are also a resource for Kirkwood Arts and Sciences faculty advisors.

Two years ago, the COMPASS computer-adaptive placement system replaced ASSET as the placement instrument for all new students at Kirkwood (ACT Assessment scores may be used under some conditions). COMPASS diagnostic tests and pre-tests in various software packages are used to develop an individualized curriculum plan in order to improve reading, writing, and math skills. Students can

work on their curriculum plan on Kirkwood's main campus or over our Wide Area Network (WAN) from any of the ten learning centers in the seven-county area. This self-paced plan of study leads to skill improvement so that students can meet admissions criteria in programs (e.g., some health programs) that require them. Preliminary data indicate nearly a 10% improvement in placement with COMPASS rather than ASSET, as measured by the number of students who successfully pass the courses in which they were placed.

An analysis of current placement assessment results indicates that approximately 20% of incoming students place into developmental writing courses, approximately 30% place into developmental reading courses, and approximately 40% place into developmental math courses. A major concern for the college—with implications for staffing, instructional methods, and more flexible scheduling—is how to adequately meet the instructional needs of such a large number of students. A related concern is how to entice students to take advantage of the college preparatory courses that are currently available and recommended, but (with the exception of placement directives in the writing program) are not mandated.

The college offers developmental courses in writing, reading, math, and study skills, and provides tutoring services to any enrolled student who requests them. Some students enroll in developmental courses to improve their skills so that they can subsequently enroll in higher level courses. Others enroll in order to receive supplemental instruction while concurrently enrolled in higher level courses. Still others enroll in order to receive assistance in a specific topic area. It is not always simple to effectively identify the reasons students enroll in developmental courses, but the better the assessment of student goals, the more likely it is that appropriate instructional assistance can be provided. Tutoring requests are more straightforward: based on an immediate need, the student requests specific tutoring services in subject matter areas and the Tutoring Program matches student learners with appropriate student tutors. During fiscal year 1998, 534 students received tutoring. One of the services offered is the books-on-tape program, which to date has recorded 582 textbooks onto tape.

Assessment of student learning outcomes in developmental courses occurs on an ongoing basis. Data on pre- and post-test measures from numerous reading, writing, and mathematics software packages are being collected to assess specific student learning outcomes and should be available by October 1999. Students in developmental reading and writing courses are assessed through a variety of specific pre- and post-test skill measures that employ Perfect Copy, Skills Bank, and LearningPlus software packages.

A research project to assess the effectiveness of mandatory placement in developmental reading courses is in its second year. The computer-delivered College Reading course provides individualized instruction to improve college-level reading comprehension skills. Three years of COMPASS pre- and post-test Reading placement and Reading Diagnostic scores have been collected, and analysis of these students' success (measured by GPA) and retention rates compared to a cohort group that did not take reading courses is underway.

In a study of the Fall 1998 sections of College Reading, students demonstrated an overall increase in their reading skills on average of one full course recommendation placement, i.e., the average score on the COMPASS placement pre-test was 55 (placement recom-

mendation: College Reading) and the average score on the COMPASS placement post-test was 71 (placement: Effective Reading and Study) (RD5411).

The Developmental Education Department and the Math/Science Department are conducting a pilot program of study in mediated learning for math courses. Computer-delivered instruction in two sections of Pre-Algebra and in two sections of Beginning Algebra will occur in the Spring 1999 and Fall 1999 semesters. Since all Pre-Algebra and Beginning Algebra students take a common final, learning outcomes for the mediated learning students can be compared to outcomes of traditionally-delivered math instruction.

A major thrust of a 1994-1999 Title III project was to employ computer technology to provide a comprehensive assessment/placement system and accessible preparatory courses. During the last four years, 34 computers have been acquired to establish a Developmental Education lab and multimedia classroom. Students enrolled in the academic preparation courses for health sciences are assessed using COMPASS and LearningPlus software. All students enrolled in College Prep are given the COMPASS test in reading and math in both the pre- and post-test mode. The NCLEX critical thinking software has been installed in the Developmental Education lab to assist nursing students to prepare for Board Certification testing. Preliminary data indicate an increase in the Nursing Board pass rate from 68% to 77% since students began using NCLEX software (data in Health Science, 223 Linn Hall).

A computerized biology test, located in the Developmental Education lab, is used to assess program readiness of students for the Veterinary Technology program. Before using this test, the Vet Tech program had a second-year return rate of only approximately 50%. Since implementation of the test, the return rate has risen to 85%. Computerized learning packets are also available for students preparing for admission to the Pharmacy Tech program. Computerized instruction to improve math skills of office education students has already been implemented, and computerized math instruction for Horse Science students will be available in 1999.

Another Title III initiative is the online Assessment/Tutorial project. A cross-disciplinary team of 16 faculty from across the college has been assembled to create online tests, quizzes, practice tests, surveys, and tutorials accessible to students on campus and via the Web. Questions can be created using multimedia items (i.e., graphics, sound, video), and test and item level statistics are collected in the software database. All test questions created through the project will be linked to general education and Perkins goals and objectives so that faculty will be assessing not only course content learning outcomes but also general education and Perkins outcomes.

Other Title III activities include providing ESL classes with access to Developmental Education computers and software, adoption of ELLIS multimedia ESL software, and funding of learning technology RFP's that invite faculty to submit innovative proposals to integrate learning technology into the curriculum.

As the Title III and College Reading initiatives draw to a close, the college will need to determine how to support the processes and systems that have been developed. There is a growing consensus that students need more than just skills remediation. They need assistance in learning how to be effective students (e.g., how to study, to access resources, to use technology, to employ effective communication). Though technology and software can

help to meet the need, human resources remain invaluable and indispensible.

Another facet of the Developmental Education Department is to provide Communication Skills instruction annually to more than 500 students enrolled in Applied Science and Technology programs. While there is not a specific written plan for each student enrolled in Communication Skills classes, the classes function to help students reach their career goals by offering instruction in applied communication, both written and oral, so that those students can apply communication skills in the workplace. Since students may use Communication Skills to help satisfy general education requirements, assessments of specific general education objectives were piloted in Communication Skills sections during the 1999 spring semester. A report (cited again in the general education assessment section of this chapter) has been submitted to the General Education Assessment Committee and a will be shared with Communication Skills faculty and others who share an interest in assessment of communication skills.

Distance Learning

The Kirkwood Community College distance learning programs have a single goal, closely tied to the Kirkwood Mission: to improve access to quality education. Kirkwood was one of the first colleges in the nation to have a comprehensive, live, interactive distance learning network. Distance learning programs have grown from one class delivered to one location for 30 students via the Instructional Television Fixed System (ITFS) in 1981 to a multi-component network serving approximately 2,400 students each term. Several key developments mark Kirkwood's distance learning history:

- establishment of the microwave transmission system and the Instructional Television Fixed Service system in 1981;
- self-paced Guided Self-Study (GSS) courses in the mid-1980's;
- addition of satellite uplink capabilities in 1990;
- formation of the Iowa Communications Network (ICN) in 1993; and
- initiation of several Internet-enhanced courses and an ambitious Internet course development plan in 1997.

These developments are evidence that throughout its history the college has maintained its commitment to overcoming access barriers to education. This is consistently evidenced in the Distance Learning sections of the *President's Reports* (RD2001F-H).

Distance options continue to expand with the addition of courses delivered via the Internet. Internet delivery allows faculty to update course content and assignments as well as facilitating communication among faculty and students. Some highly interactive courses such as Composition I & II can be offered in an asynchronous format for the first time because the Internet technology allows for collaborative activities that the English faculty see as essential to meeting course goals—activities not possible in more traditional asynchronous formats. The college will continue to increase the number of Internet-delivered courses in both Arts & Sciences and Applied Science & Technology to better serve the needs of students in our seven-county area who cannot come to campus.

Kirkwood's leadership in distance learning has earned the respect of partners and peers. Some of Kirkwood's distance learning partnerships include the Iowa Mold Builders appren-

ticeship program, the Iowa State University Bachelor of Electrical Engineering program, and the Fire Science Degree program (RD5400). Stimulated by reports such as the 1998 Skills 2000 Report, Kirkwood will continue to investigate ways distance learning options can help meet needs of business, industry, and labor. In 1998, our distance learning program was recognized as an exemplary initiative in the use of technology by the National Council of Instructional Administrators, an affiliate of the American Association of Community Colleges. Approximately 300-400 visitors each year come to Kirkwood to learn about the distance learning programs. Frequently, distance learning faculty and administrators are presenters and policymakers at both the state and national level. The college's national distance learning affiliations include the Community College Distance Learning Network, the Instructional Telecommunications Council, the Iowa Association for Communications Technology, the statewide Educational Telecommunications Council, and the Regional Telecommunications Council.

1. Distance Learning Curriculum and Instruction

College credit courses delivered via distance learning follow the policies governing curriculum and hiring in the Arts and Sciences, Applied Sciences and Technology, and Developmental Education departments. Each semester, students can take any of 75-80 courses in a distance learning format, and can earn Associate of Arts degrees as well as degrees in 10 career option/business majors. Students can take classes within 15 miles of their homes for the same tuition costs as if they were taking courses on the main campus. The number of off-campus students has grown 33.9% over the last five years, while on-campus growth over the same time period has been 7.8% (RD5401), documenting the fact that access to learning is greatly enhanced by distance learning programs.

The effective teaching practices that characterize all of the college's courses and academic programs are incorporated into the delivery of distance learning courses. Distance learning programs provide for timely and appropriate interaction between students and faculty in several ways. The Guided Self-Study packets (both printed and on-line), Kirkwood Telecommunication System syllabi, and other course materials communicate goals, expectations, and policies throughout the course (RD5402). End-of-course surveys (RD5403) and Student Perceptions of Teaching (SPOT) reports (RD5308) are vehicles for gathering student feedback on instructional quality. Kirkwood ensures that the technology used in distance learning courses is appropriate to the nature and objectives of the programs. Interaction between students and faculty, and among students is enhanced by telephone and office conferences, regular mail service, two-way audio/video, e-mail, bulletin boards, and chat systems.

Distance learning programs are administered within the Instruction Branch, ensuring that the same quality controls that apply to other credit courses also apply to distance courses.

Quality standards are outlined in the document, *Assuring Quality Student Learning in Distance Programming* (RD5008D). Administrators of academic departments and the directors of the distance learning programs decide which courses will be offered in distance learning formats after taking input from several sources, including faculty, students, and center directors. Full-time faculty assume responsibility for and exercise oversight of the distance education curriculum, unless the subject/program has no full-time faculty

member assigned. In most cases, the same faculty teach both in traditional face-to-face and distance learning formats. Full-time faculty either design, adapt, review, or approve Guided Self-Study or Internet course materials. Adaptation of courses to GSS or Internet formats is supported by release time or overload pay. Objectives of distance learning sections are identical to those offered in face-to-face sections. Faculty and deans in academic departments collaborate with administrators of distance learning programs in hiring distance learning faculty. Only rarely is staffing of a distance learning course assigned rather than voluntary. Kirkwood's assessment program includes all learning formats, with department faculty and deans maintaining an active role in oversight of distance learning courses.

Most distance learning courses are transfer courses, so the Curriculum and Instruction Committee of the Arts and Sciences division reviews distance learning curriculum (including currency of materials, programs, and courses) and the assessment of learning in distance courses through their rotating departmental review process. This process, which was discussed in the Arts and Sciences section of this chapter, ensures that faculty periodically review all courses in all delivery formats. Career program courses are similarly reviewed as part of the career program review process.

Distance education policies concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products are clearly described in Board Policy and the *Agreement Between Kirkwood Community College Faculty Association and Kirkwood Community College, 1998-2000* (RD9014).

Kirkwood Community College provides several types of support services for distance learning faculty. Orientation and training sessions provide guidance before the faculty member teaches a course in a distance learning format. During the course, appropriate technical support is available. In addition, support staff at each center assist faculty in many ways: distributing course materials, monitoring exams and weekly schedules, and providing office assistance.

Distance learning courses are clearly identified in the credit course schedule and in other college publications. Kirkwood's open door admissions policy, guidelines for placement testing, and prerequisite courses also apply to distance learning courses. Students are assessed at the time of enrollment to help guide registration and program choices, and the characteristics of successful distance learning students are listed in the credit schedule and on the Web page. Students enrolled in distance learning courses are informed of the differences between traditional courses and distance learning courses and of the expectations for both the student and the instructor. In the Guided Self-Study program (GSS), students are limited as to the number of courses they may enroll in each semester.

2. Evaluation and Assessment of Distance Learning

Kirkwood evaluates educational effectiveness of its distance learning courses using the same methods that are used to evaluate traditional courses. This includes assessment of student learning, student retention, student satisfaction, and a comparison of distance learning to face-to-face for persistence and grade distribution. The latest of these reports indicates that from Fall 1995 through Summer 1998, KTS had an average completion rate of 73.9%, which is higher than the average

completion rate of 72.4% for students in like face-to-face courses for the same terms. The average completion rate for GSS students during the same period was 43.5%, which is lower than the average completion rate of 73.3% for students in like face-to-face courses for the same terms (RD5207). Comparative reports of this kind have previously been done only on an "as requested" basis, but it is recommended that in the future, reports should be done on a semester or annual basis.

Student course evaluation forms are used in both KTS and GSS courses for improvement of curriculum, instruction, and technical delivery (RD5308). Several special reports, usually papers written for graduate courses, have evaluated various aspects of Kirkwood's distance learning programs (RD5315-5315E). Students receiving W, F, or FW grades in Guided Self-Study courses are surveyed to determine the reasons for their failure to complete. Of those returning surveys, approximately 78% of the reasons cited relate to personal problems, and 21% relate to the course materials or instructor (students may cite more than one reason).

Distance learning guidelines have been established to ensure the integrity of student work. Integrity is also evidenced by the fact that the degrees and credentials the college awards as a result of the completion of distance learning courses conform to the regular academic requirements. Student grievances follow the procedures established for the on-campus student (RD6102).

3. Library, Learning Resources, and Student Services

Kirkwood's centers, supplemented by the college Web site, are at the heart of support services for distance learners. Kirkwood has eleven locations—at least one in each county in our service district—that are staffed with full-time employees and provide an access point for student services to the distant learner. A total of more than 75 self-paced, face-to-face, and KTS courses are offered every semester at each of these centers. Kirkwood Library and student services are available at each location. High-speed data lines link both administrative and student computers to the main campus. This wide-area network is a critical component in providing student, library, and learning resources. An overview of library services to distance learning students can be found in a report of library services for Kirkwood centers (RD5206).

Center staff use their access to the administrative mainframe to provide a full range of student services to distant learners. Center staff can assist students with Federal Financial Aid application procedures by helping students correspond with or talk by phone to a financial aid counselor on the main campus. Students can also access financial aid information and file for Federal Financial Aid through the college's Website. Rarely do distance students need to go to campus to process financial aid. Enrollment services policies are the same for both the on- and off-campus student. The distant learner can register at the center by phone using the college's automated registration system or through the college's Website. Center staff do both admissions counseling and academic advising for many programs, and the on-campus advising center provides additional advising over the phone. Program information, counseling, and advising are also available through the college's Website.

Other services available to distance students include the following:

- printouts of required book lists for each student

- mailed or faxed book order forms and shipping of books to the student's home
- access and completion of book orders through the college's Web site
- Internet access from each center
- low-cost student accounts for home Internet access
- a budget at each center for student activities functions and events
- notification of campus events through the Web site and the college's newspaper, available free at the centers
- professional counseling available several hours a week for current and prospective students
- (at some locations) Career Development workshops for students and the general public.

Kirkwood uses ACT's COMPASS assessment for placement and advising. At all centers, staff monitor placement assessments and academic testing. Guided Self-Study students who live a considerable distance from a Kirkwood Community College center can take tests at other approved locations, often schools or libraries near their homes. If placement tests reveal a need for pre-college courses, Developmental Education courses in math, reading, and writing are available at each center.

Students are provided subject matter tutoring upon request. This service provides up to two free hours of tutoring per week. All tutoring assistance is coordinated through the on-campus tutoring desk. Every effort is made to locate a tutor who lives close to the learner. The college's centers are often a convenient location to meet, although students can meet with their tutors at non-college locations. The main campus Writing Center provides qualified, objective readers from the English department to critique essays, research papers, journals, book reports, resumes, and other writing assignments. Distance students can fax their materials to the center for review, after which a phone conference is set up with the student. Also available is the Kirkwood Center for Online Writing (COW), a Web-based writing lab.

The centers' computer labs are linked to the main campus through the WAN. Software is available to support credit and noncredit course work and centers are staffed to provide computer lab assistance. Software can easily be tailored each term to suit the specific instructional support needs of Kirkwood's classes.

4. Specialized Distance Learning Services

The Telecommunications Services Department is responsible for the development and implementation of new telecommunications projects and services. Projects include engineering design, equipment specifications and bidding processes. Services include installation, maintenance and repair of distance learning transmission technologies, FM radio station equipment, professional television production equipment, satellite uplink equipment, telephone PBX equipment, and audio-visual equipment. This department also ensures that all of the telecommunications systems under the jurisdiction of the Federal Communications Commission are in compliance with regulations. A timeline of the development of the distance learning system is on file in the resource room (RD5404).

Satellite videoconferencing benefits many on-campus departments and organizations, as well as local and regional businesses and groups. Using satellite receiver equipment and an on-campus distribution network, programs can be sent to meeting rooms of various

sizes. Programs received via satellite allow students to gain continuing education credits or to interact in national events. Satellite programs can also be sent out over the microwave, ITFS, and ICN systems on either a live or delayed basis. Our satellite uplink facilities allow national or international delivery of selected college or community programs. Selected programs and services of interest are offered to other community colleges.

5. High School via Distance Learning

Kirkwood Community College has a complete set of high school course offerings as part of a well organized and efficient high school correspondence program. Included in this set of offerings is a new Internet learning opportunity consisting of 10 courses enhanced with Internet communication and instructional support. We anticipate that the number of Internet courses will increase along with interest and demand, and our staff are working with administrators, teachers, and counselors in area high schools to inform students of this new learning opportunity.

We have established partnerships with area school districts to deliver high school courses, college credit courses, and continuing education programs to several of the region's K-12 buildings. Distance learning partnership planning sessions are held with the region's 33 school districts each year to set the schedule of courses for the next year. Unfortunately, variations in school district calendars and daily schedules sometimes make it difficult to share curriculum and events.

Since 1983, we have delivered courses to high schools to enhance and expand their high school curriculum. Current high school offerings are Career Directions, German I and II, French I and II, Technical Math I, and Environmental Science. Approximately 200 students in 17 schools take advantage of these offerings each year. Our distance learning technology also provides college credit courses to area high schools before school, during the day, and after school. Some of these course offerings emphasize career awareness and exploration, while others fulfill college requirements.

Most of the service area's school districts have at least one operational ICN site. Some districts do not have an extra classroom to devote to distance learning, and in some cases, the decision to earmark a distance learning classroom requires passage of a bond issue before construction can occur. Consequently, some area high schools will not have the benefit of a distance learning classroom for one or two years. By the year 2000, however, 90% of the high schools in the region will have an operational ICN site, allowing for even more participation within the region's distance learning partnership.

International Education

Kirkwood has long recognized the importance and role of international education at the community college level. On all levels—institutional, statewide, and national—Kirkwood has been a leader in the development and implementation of programs designed to strengthen the global community.

For over 25 years, Kirkwood has had an International Student Advisor whose responsibilities have consistently expanded. In 1996, the College had 371 students from 22 countries; in 1997, the College had 391 students from 75 countries; and in 1998, the College had 355 students from 68 countries (RD6001). This is the highest number of international students at any of the 15 Iowa community colleges, reflecting the importance of interna-

tional awareness in the Cedar Rapids area, where exports are increasingly critical to the local economy.

For the past 14 years, Kirkwood has worked with Georgetown University and USAID developing CASS program scholarships to educate students from Central America and the Caribbean. Their major is Agri-Marketing Technology/International Education. During the 1997-1998 school year, 32 students received scholarships and 27 lived with a host family within our community; in the 1998-1999 school year, 33 students received scholarships and 30 lived with a local host family.

In step with the International Student Office, the English as a Second Language Program has also grown, and today serves approximately 150 students by providing English language proficiency instruction prior to entry into academic programs. In 1996, Kirkwood's ESL program won the highly prestigious International Education Award from the American Council for International Intercultural Education.

Some of the innovative activities pursued by the Kirkwood ESL staff include:

- Offering a mentor program whereby graduates of Kirkwood's ESL program work as mentors with K-6 immigrant elementary school children who are struggling with English language acquisition. This is partly funded through a mini-grant from the Association of International Educators (formerly "NAFSA").
- Providing English language conversational partners to Bratislava Technical University, Slovakia, three weeks during the summer.
- Creating the Theater of Cultural Diversity, where ESL students direct and perform a play in English.
- Creating the International Voices Web site, where international students write about their country and culture to share with others. Through this exercise, they learn computer, Internet, and writing skills.

The International Studies Department has coordinated visits for overseas guests to the college and community and has been awarded contracted training programs from Meridian House, USAID, USIA, and the U.S. Department of Agriculture through the Cochran Program, among others. The department has developed sister college relationships with China, England, Canada, and Mexico. Through the International Studies Department, the college is an active player in the Iowa Sister States organization, with a college representative co-chairing the China Committee and the International Studies Director serving on the Iowa Sister States Board of Trustees. For the past four years, the department has arranged for a visiting professor from our Chinese Sister College, Dalian University, to teach at Kirkwood, and for our faculty to teach in China.

Kirkwood led the formation of the Iowa Community College Study Abroad Program in 1994 and the Iowa Community College International Association in 1996. Both organizations have enabled the 15 Iowa community colleges to work collectively towards common international education goals. For the past three years, Kirkwood has provided the leadership for a statewide study abroad program, Semester in England. In addition, this year the International Studies Department is coordinating three other short-term study abroad programs.

In the last six years, the college has strengthened its international education functions by

consolidating the International Student Advisor, English as a Second Language Program, Study Abroad Programs, Faculty Exchanges, and overseas contract training under a single International Studies Department coordinated by the International Studies Director. In the past five years, the International Studies department has arranged overseas professional development opportunities for over thirty faculty and staff. Many of these have occurred in conjunction with CCID.

The college was a founding member of CCID, and in recent years has been extremely active in the organization. On behalf of CCID, Kirkwood has managed the Faculty Exchange Program, through which a record number of participants and highly professional application materials and procedures have been designed and implemented. In fall of 1999, Kirkwood became the host institution for CCID, with Kirkwood's Director of International Studies assuming the Executive Directorship of CCID. The full range of international resources at Kirkwood has been made available to CCID through this arrangement. In addition, many other Kirkwood in-kind resources will be made available to CCID. The new executive director's goal is to build on the positive steps already taken to engage as many CCID colleges as possible in constructive international exchanges.

ASSESSMENT OF STUDENT LEARNING

History and Philosophy of Assessment

Our current assessment effort dates back to 1992-93, the year of the last comprehensive review of the Kirkwood mission. Its history is outlined in Appendix D. The Kirkwood Assessment Plan (RD5004) was approved by NCA in 1995 with no changes recommended by the readers. Even though the plan met the readers' approval, since 1995 assessment at Kirkwood has changed every year as we learn through implementation and experience how to improve our assessment processes. Our philosophy of assessment, however, has not changed significantly over the years. A 1998 "Assessment Update" summarized our philosophy as follows:

Assessment at Kirkwood is:

- primarily for the purpose of improving student learning.
- an ongoing process for continuous educational improvement rooted in the mission and purposes of Kirkwood.
- composed of multiple measures of student achievement.
- a process separate from faculty evaluation.
- subject to review and refinement and as cost- and time-efficient as possible. Where assessment reveals a need for change, every effort is made to provide initiatives and resources that lead to improvement.
- a campus-wide responsibility.
- composed of a cross-sectional representation of traditional and alternative delivery formats.

Assessment at Kirkwood is *not*:

- completed by giving course grades. Grades measure individual performance and include factors other than mere competence; assessment measures performance in the aggregate and addresses only those competencies that have been deemed essential for all students taking a course, a major, or a program.
- faculty evaluation. Assessment measures students as a group; it does not measure faculty in any way.

- limited to the life span of our self-study.
- a task that can be done by assessment committees. Committees can provide information about assessment, coordinate assessment activities, and be responsible for documenting assessment results, but they cannot do assessment.
- finished once the data is recorded. The assessment process also includes analysis of the data and action based on the analysis of data (assess, analyze, and act).

Key Components of Assessment at Kirkwood

> *"Not even thing that counts can be counted and not even thing that can be counted counts."*
> *—adage on the wall of Einstein's office*

The key components of assessment at Kirkwood Community College are the *President's Annual Report*, which documents institutional and academic progress and projects areas for advancement; several assessment committees, briefly described below; and individual or group faculty initiatives, either structured or informal. The committees make sure that assessment occurs, is documented, and influences decisions and directions of the college. Faculty initiatives approach assessment from a different vantage point—as a tool for classroom instruction. Because the word "assessment" is attached to so many committees and projects, our assessment effort sometimes seems fragmented. However, even though the assessment committee structure has changed somewhat over the years, the basic relationships have remained fairly constant. Assessment of learning, institutional measurement, and institutional advancement have been parts of Kirkwood's assessment plans and processes from the start. With experience, we are finding better ways to fit the various pieces of the assessment puzzle together. Following are descriptions of the various components of the assessment process at Kirkwood.

The President's Annual Report

The *President's Annual Report*, published and disseminated at the beginning of the fall semester, demonstrates and documents how we are addressing our purposes, goals, and mission; how we are assessing our effectiveness; and how we plan to improve and advance in the years ahead. The report is the official published record of Kirkwood's asessment activities, including institutional effectiveness data as well as academic assessment.

Interdisciplinary Assessment Steering Committee

The Interdisciplinary Assessment Steering Committee is the "umbrella" committee that is responsible for the oversight of all college assessment activities. Members of the committee include the chairs of all the committees and initiatives described below and the Vice President of Instruction. This committee coordinates assessment activities and communicates information about those activities across the college.

Institutional Effectiveness Measurement Committee

This committee is made up of administrators, faculty, and staff from across the college. The Director of Institutional Research, who routinely collects data for institutional and external accountability, chairs the committee. The committee has conducted surveys of first and second year students and staff/faculty during the spring semesters of 1995, 1997, and 1999. The committee makes results of these surveys

available in the Resource Room and on the faculty server (h:/faculty/irdata). The chair regularly reports to the Interdisciplinary Steering Committee and reports annually in the *President's Annual Report* using the AACC's "core indicators of effectiveness" for community colleges.

Career Program Assessment Team

Established in 1996, the Career Program Assessment Team has as its purpose to "maintain a systematic process for evaluating instructional programs to ensure high quality programs are available to all students, and that programs are meeting the needs of business and industry." To carry out these objectives, the committee (primarily faculty) supports programs to improve assessment through refinement of the review process, coordination of data, and technical support. The committee describes the structure and activities in the plan, updated and submitted to the Department of Education each year; oversees program review and assessment conducted by coordinators; reports to the Interdisciplinary Assessment Steering Committee; and reports annually in the *President's Report* on activities of the past year. The assessment process includes both a monitoring mechanism and channel for forwarding concerns to the Vice President of Instruction and a Program Viability Committee. A more detailed description of this committee's work is provided later in this section.

Arts and Sciences Assessment

Beginning with the 1995-96 academic year, the review process of the Curriculum and Instruction Committee of the Arts and Sciences Division was changed to include assessment. Beginning in 1996-97, the Curriculum and Instruction Committee began requiring assessment of student learning in all courses offered in the department being reviewed. Prior to 1997-98, the summary results of the review were kept within the individual department; beginning in 1998, the annual reviews were placed on file in the office of the Vice President of Instruction.

General Education Assessment Committee

As part of its 1995 assessment plan, Kirkwood established an all-faculty committee to develop and carry out a plan for defining and assessing general education. The General Education Assessment Committee defined general education as those outcomes that are common to all two-year (AA, AS, and AAS) degrees, and identified eight general goals and 28 specific general education objectives. It has developed and administered a student survey of general assessment, conducted a General Education Curriculum Inventory, and experimented with several models of course-embedded assessments of student work. The General Education Assessment Committee reports regularly to the Interdisciplinary Assessment Steering Committee and annually in the President's Report on activities of the past year. A more detailed description of general education assessment is provided later in this chapter.

Individual/Group Academic Assessment Projects

There are ongoing assessments done across the college by instructors, programs, and departments that are not covered under the formal institutional structures described above. Each April, the Interdisciplinary Assessment Steering Committee requests that these assessments be reported, and since 1993-94, they have been documented in the President's Report. A follow-up survey done in 1998 revealed positive benefits of assessment

activities done from 1994 through 1997 (RD2001H).

Classroom Assessment Techniques Project

Kirkwood's Classroom Assessment Techniques Project (CATs Project) began in 1993. A faculty-initiated and faculty-facilitated project, the CATs Project includes micro-level assessments growing out of specific needs in specific classes. Faculty participating in the project each semester meet regularly to share and discuss their assessment projects and results. The assessments and results are wholly owned by the individual faculty member, although occasionally the CATs may expand into larger classroom research, and often the results are shared with faculty in the department and sometimes included in the President's Report as a part of the year's "Academic Assessment." In the second year of the project, a survey of all of the participants to that point was conducted to see if CATs were still being used by the former participants. Virtually all of the former participants responded, and only one reported no longer using CATs.

Career Program Assessment

Kirkwood has a solid history of career program assessment, dating back to the review of mission and establishment of purposes in 1992-93. In 1996, our current Career Program Assessment Team was established to initiate a systematic means of assessing our applied science and career option programs. New programs will be reviewed once they are initiated. In some instances, special circumstances may cause us to delay the review of individual programs.

The Career Program Assessment (CPA) process is faculty-based, in that each program coordinator is responsible for conducting the review. We use several types of assessment measures: Perkins Pre-/Post-Tests, Current Student Surveys, Graduate Satisfaction Surveys, Employer Satisfaction Surveys, embedded assessments, admission data and Advisory Committee surveys. Faculty may also use other types of data that may be unique to their area or program, e.g., State Boards, professional association exams, and business surveys of employee needs. Examples of other internal measurements are student portfolios, performance tests, curriculum revisions, student retention, and traditional means of testing.

Each program assessment report is reviewed by the committee for content, evidence of data, needs of program, improvements, and analysis of the program's strengths and weaknesses. If clarifications are needed, the assessment is returned to the coordinator, either for further information or to clear up miscommunication. Once the committee has accepted the report, it is forwarded to the Vice President of Instruction for review, and a meeting is scheduled with the program coordinator to review the status of the program. During this meeting, strengths and areas of improvement are discussed. The goal is to provide suggestions for strengthening future assessments and discussing improvement initiatives identified for each program.

We view the formalization of assessment of our career programs as a strength. It is a faculty-based assessment, in that ownership resides with the program coordinator. Means of assessment, analyzing data, identifying issues, and improvements are the responsibility of the coordinator. The committee acts as "reactor" to the process, not as an overseer. The entire process is easily accessible on the Kirkwood faculty network.

In general, the process of evaluating Applied Science programs used by departments and program coordinators has uncovered some

improvement areas. First, data gathering from graduates is not statistically sound. In a majority of programs our return rate of questionnaires is often too low to be able to draw valid conclusions. Second, tracking students internally has been difficult. Students enter college with a major indicated, then switch majors. Unless coordinators catch the change, these students are lost for tracking purposes. Third, in our Career Option programs, Perkins data regarding general education and technical skills have not been gathered and career tracking has not been systematized. We are in the process in investigating ways that career option coordinators can track graduates in their chosen career.

General Education Assessment

General education at Kirkwood Community College is manifested in both curricular patterns and in cognitive experiences that are consistent with the college's mission. All two-year degree programs have general education distribution requirements. They are described in the college catalog as follows:

Each associate's degree program includes a core of general education requirements that provide a breadth of knowledge, develop intellectual skills, and foster values and attitudes appropriate for working and living in a diverse world. The outcomes of general education at Kirkwood include acquisition of knowledge; application of knowledge to decision-making; ability to solve problems; development of reading, writing, speaking, and computation skills; exercise of creative and productive expression; understanding of the rights and responsibilities of citizenship; clarification of personal and community values; awareness of other cultures; openness to new ideas; and attainment of skills for further learning (RD5112A, page 34).

The college catalog lists general education requirements for each of the two-year degree programs. Beyond the distribution requirements, Kirkwood expects that general education goals and objectives be reinforced in cognitive experiences throughout the curricula of the various associate degree programs. The General Education Assessment Committee is responsible for defining, monitoring, and assessing the general education goals and objectives at Kirkwood.

During the 1993-94 academic year, the Academic Assessment Committee (since dissolved) agreed after considerable discussion that "for the purposes of assessment, 'general education' is defined as those outcomes that are common to the AA, AS, and AAS degrees." The following year, the committee used Kirkwood's mission, purposes, and indicators to develop a list of outcomes, and asked faculty to provide feedback on which of the outcomes they believed were important general education outcomes. The committee then adopted those outcomes perceived as "important" or "very important" by over half of the respondents as its working list of general education outcomes (listed in the above excerpt from the college catalog).

During the 1995-96 academic year, the newly formed and faculty-led General Education Assessment Committee, made up of faculty across both divisions of the college, worked to further refine the general education goals and objectives and developed a plan to assess the goals and objectives across the curriculum. The following year, the committee developed a student survey of general education goals and objectives; developed and piloted a general education curriculum inventory that identified where general education goals and objectives were taught or reinforced in assignments; and designed and piloted a "performance assessment" of three of the objectives

(writing, math, and awareness of cultural diversity).

In the spring of 1998, an analysis of these efforts revealed a need for revisions in the process. The pilot of the student survey yielded some interesting data, but it was decided that for the sake of efficiency and comprehensiveness the general education survey should be embedded within the college-wide student survey conducted every other spring by the Institutional Measurement Committee. The data from the curriculum inventory proved to be flawed, either because of a misunderstanding of what information was being asked for or a tendency to respond to a perceived expectation. In the Fall 1998 semester, the inventory was sent back to departments for revisions. The pilot of the performance assessments proved to be invalid (except for the writing assessment), either because of the assessment design or the scoring rubric.

While the student survey piloted in Spring 1998 provides only preliminary data regarding students' perceptions of their abilities in general education and the influence Kirkwood had on those abilities, there were some interesting findings in the data (RD6405).

It should be no surprise that students tend to rate themselves as having higher abilities than they probably have. For example, students in the survey rated themselves as either "somewhat competent" (46.2%) or "very competent" (46.2%) in writing skills, where faculty in both the general education writing performance assessment (January 1998) and an assessment in the English Department of students at the end of their composition courses (December 1998) found most students to be either "weak" or "poor" writers (60.4% in the performance assessment and 68.1% in the composition assessment).

However, some comparative relationships may be of note. First, while most students saw themselves as proficient communicators (92.5% rating themselves "somewhat" or "very competent" in writing skills, 92.8% in reading skills, 89.9% in speaking skills, and 92.6% in listening skills), they saw themselves much less favorably in science and math (77.2% "somewhat" or "very competent" in understanding of basic scientific principles; 73.3% in ability to apply the scientific method; 79.7% in understanding the role of science today; 80.7% in ability to solve mathematical problems; 75.4% in ability to select or develop models to mathematical problems; 76.9% in ability to express mathematical models numerically, graphically, and symbolically; and 78.3% in ability to identify, interpret, and manipulate relevant mathematical data).

Also, while most students (the high 80 to low 90 percentile) perceived themselves "somewhat competent" or "very competent" in most areas, in the objectives related to the humanities, they rate their knowledge and abilities significantly lower (79.0% in understanding of history, philosophy, literature, and the arts; 81.8% in understanding the relationship of culture and human expression; and 76.1% in understanding the significance of historical context to culture).

The 1998 survey asked students to rate Kirkwood's influence in each of the general education objectives. Most students (60%) rated most areas as having "some influence" or "strong influence." The areas where the influence was significantly above 60% include writing skills (70.5%), ability to work in groups (70.5%), ability to develop reasoned arguments (68.4%), ability to analyze a problem and design solutions to it (68.0%), understanding the importance of life-long learning

(67.8%), ability to access and evaluate information (67.7%), and ability to analyze the arguments of others (66.8%). A very positive result of the survey was the high percentage (93.1%) of students who responded to the objective of understanding the importance of life-long learning (an explicit component of the college's mission) as being "somewhat competent" or "very competent" and the relatively high percentage (67.8%) who also indicated "some" or "strong" Kirkwood influence in this area.

The areas where Kirkwood's influence was rated significantly below 60% include: reading skills (52.3%), understanding your rights as an individual in a democratic society (48.4%), and understanding your responsibilities as an individual in a democratic society (46.1%). The low rating of Kirkwood's influence on reading skills may be a concern in light of the importance of reading in required composition and many other courses. The low ratings in understanding the rights and responsibilities as an individual in a democratic society may reflect a belief on the part of most students that they gained this understanding in high school (they do rate their "current ability" in these areas at 83.7% and 81.4% respectively). As stated above, this data is preliminary, but it may suggest areas to monitor in future assessments.

Although the 1998 student survey on perceived achievement in general education was only a pilot, it proved sufficiently interesting that the Institutional Measurement Committee decided to include in the college-wide student surveys of Spring 1999 a battery of items based on the 1998 survey. This was done in order to obtain a larger sample and to provide additional information about Kirkwood's influence on general education objectives. The most striking observations from the 1999 data were two: 1) in *all* general education objectives, students perceive Kirkwood's influence as increasing the longer they are at the college; and 2) students consistently rated Kirkwood's influence in learning computer skills very high. Results became available in June 1999, so more detailed analysis was not possible by the time this self-study was finalized.

In the fall of 1998, the data from the curriculum inventory (revised) were collected and analyzed (RD5408). Barbara Walvoord was invited on campus for a day to conduct workshops on "assessment" at general education, and the "creation of assessment rubrics" from classes. During the spring 1999 semester, instructors who had identified a particular general education objective as a part of instruction in a course were asked to select an assignment that assessed the objective and to create a rubric to evaluate students in regard to that objective. Faculty then submitted the aggregate scores for each of the general education objectives to the General Education Assessment Committee for analysis. To assist faculty in the data collection process, the General Education Assessment Committee held a "Mentoring Workshop" to help faculty with the construction and application of assessment rubrics.

Full results of the Spring 1999 data collection process will be provided to all departments in the form of a Fall 1999 assessment update report. Only partial results were available as the self-study was finalized, but the following excerpt from the summary of the report on assessment of six general education objectives in all Communication Skills classes can serve as an example of the kind of reports that will result from our Spring 1999 activities (RD5412):

> *In spring 1999, the communication skills instructors assessed acquisition of two general education goals and their objectives. The data indicate that students*

acquired knowledge and practical appliation skills in:

1. *Applied (workplace) writing skills. The average grade for a pretest for nine sections was 29.8%. The average grade for the post-test was 84.4%...an increase of 55.9%.*
2. *Oral communication competency. The average grade on students' speech assignment was a B grade of 86.3%, considered good on the Kirkwood grading scale.*
3. *Listening skills. Students in eight sections of Communication Skills achieved an average of 83%.*

NON-CREDIT INSTRUCTION: CONTINUING EDUCATION

The mission statement of Kirkwood Community College articulates the institution's commitment to the value of lifelong learning, and nowhere is that commitment more evident than in Continuing Education and Workplace Development. The mission of Continuing Education and Workplace Development Services complements the college mission through providing a resource for community growth and development through fulfilling specialized business and Continuing Education needs. The Continuing Education division:

Purpose #1a: Provides lifelong enrichment and learning.

In keeping with Kirkwood's mission, the Continuing Education Division surveys community needs, offers educational opportunities to fit these needs, and constantly evaluates instruction. In fiscal year 1998, 5,316 classes were offered in 331 locations. Enrollments totaled 66,845, an increase of 7,401 over the previous year.

The Continuing Education Division has served people from every county in Iowa during the last 10 years. In fact, 15.8% of our enrollees have been from outside our service area. In the last 10 years, we have had a market penetration of 94% of all the households in our service area. In Johnson County, we had a penetration of 98% and in Linn County, 94%. Six counties outside our service area (Muscatine, Scott, Blackhawk, Delaware, Dubuque, and Keokuk) each had over 1,000 registrations (RD2302).

Lifelong enrichment and learning are provided through Continuing Education's general interest courses as well as through special conferences and programs. "Beyond Rubies, a Woman's Conference," annually attracts nearly 700 women. The two-day spring conference features several keynote speakers and 90 different breakout sessions on topics of interest to women. The conference has been successful for the last 20 years. A new annual conference, "The Sunlit Path: Building Community Through Diversity," was first held in January 1998, with 200 in attendance. Two keynoters and 16 sessions examined ways of dealing with diversity, enhancing cross-cultural communications skills, and exploring minority issues. The conference was supported by a $3,000 grant the first year and a $6,000 grant the second year. Since the majority of attendees at "Sunlit Path" conferences were Kirkwood employees, the program is slated to become a Kirkwood staff development function in the future.

Kirkwood enrolls thousands each year in various recreational programs ranging from adult leagues in most major sports to wellness-related programs and instructor training in aerobics. Kirkwood participates in partnerships with area health clubs, YMCAs, City Parks and Recreation, and Campfire Girls in offering programs. Team building is offered

through a challenge course. Kirkwood annually serves 500 to 1,000 people in corporate recreation programs such as the Rockwell-Collins and Norand volleyball and racquetball leagues. The Continuing Education Division is also in charge of all intramural sports for Kirkwood credit students.

Kirkwood Community College has operated the Kirkwood Softball Complex for more than 20 years. The Softball Complex consists of three lighted diamonds and is located near the Eastern Iowa Airport. The complex is operational from the first weekend in May through the end of August. Each year 60-70 teams play in a variety of adult and youth leagues. In addition, the complex hosts over 75 teams from around the state in such tournaments as the NJCAA Women's Regional Softball tournament, the *Cedar Rapids Gazette* Fourth of July Softball Spectacular, and several Amateur Softball Association district and state tournaments.

Market penetration is one indication that Continuing Education is accomplishing its mission to provide lifelong learning. Another is the response of nearly 4,000 student evaluations of Continuing Education courses last year. Overall, they rated their classes at 4.43 (five being excellent); high ratings were also given to instructor knowledge of the subject (4.64), presentation style (4.46), questions answered adequately (4.46), and topic coverage (4.44). Overall, 97.2% of the students felt that the class was worth their time and 95.8% said they would recommend the class to others (RD7201).

Purpose #1b: Provides upgraded occupational and professional skills

As the needs of the community change, our offerings also change. Some of the general interest classes (e.g., microwave cooking) that attracted many students 10 years ago are almost nonexistent today. Hobby-oriented registrations have declined as leisure time becomes scarcer. But job-related Vocational Supplemental classes, used for upgrading knowledge and skills or retraining for a new occupation saw a 10.7% increase in the past five years. Classes that enhance existing skills or teach new skills in anticipation of changing jobs are now more popular than classes for personal enjoyment (RD7201). Computer classes have experienced a large increase in registrations. Industrial and technical classes have seen a decline in open enrollments, but an increase in customized training.

Kirkwood responds to changing occupational and professional needs through customized classes offered in-house to local companies and through re-licensure and special training classes. Re-licensure classes are offered in several different areas. Continuing education classes in cosmetology, for example, have attracted 400-500 students each year. The insurance area has seen a decline as companies offer more of their own classes. Teacher associates, child care providers, and foster parents are able to acquire needed continuing education hours by taking classes in parenting and self esteem.

Health-related program enrollments reflect local supply and demand and unemployment rates. Nursing Assistant program student numbers in 1998 were up 47% over 1997, but down 23% from a high of 309 in 1996 (a drop that possibly reflects the low unemployment rate in our area). The Emergency Medical Technician program has seen a 280% increase in enrollments from 1993, when 98 students completed the program, to 1998, when 372 completed. This increase can mainly be attributed to offering EMT classes in local high schools and to a cooperative agreement with a local hospital.

During 1997, 121 seminars, workshops, and classes were offered for health professionals to renew licenses or certification, and 147 in 1998. These included classes originating through Kirkwood as well as cooperative programs with associations, state agencies, and other community colleges. Health programs are offered on campus and also over the ITFS system and Iowa Communications Network (ICN). Medical terminology classes are offered in Cedar Rapids and Iowa City. Kirkwood's county centers report strong enrollments in Nurse Aid Training and Emergency Medical Technician classes and in computer-related vocational and career classes. Centers report that many students are working on their Certificate in Business Computing.

Twenty-two Medication classes were offered in 1997 and again in 1998 to provide a basic medication safety class for those working with the mentally retarded. These are offered at agency sites and on the Cedar Rapids campus. A Pharmacy Technician program was started in 1995 after conducting a needs assessment and setting up an advisory committee. This course is now offered spring and fall terms for credit or non-credit. All health programs are evaluated on an ongoing basis and the results are included in the Continuing Education evaluation (RD7201). Programming ideas are identified through comments on evaluation forms, a nursing advisory committee, conference committees, contacts with outside agencies, and analysis of current literature and media.

Kirkwood driver training programs serve a wide audience. Truck driver training began in 1974 to help fill the needs of local trucking firms, and contracted truck-driving training has been in place for over 10 years. Last year, over 500 students were served in courses ranging from six hours for a skills review to a 216 hour, four-week course that meets Department of Transportation standards. Kirkwood provides customized programs leading to the Commercial Drivers License (CDL) and local companies continue with on-the-job training until students attain company competency standards for safe driving.

Our truck driving program has a national reputation for quality training. Kirkwood is accredited by the Professional Truck Driving Institute, an accreditation arm of the American Trucking Association. Annually, 30-40 national companies recruit from Kirkwood. Students have ranged from former over-the-road semi drivers who are getting back into driving, to utility workers needing to learn how to maneuver trucks pulling trailers with utility poles. In fiscal year 1997, classroom instructors averaged a 4.86 rating (five being excellent) and driving instructors averaged 4.77 (RD7309). A 1995 study of graduates of the previous five years revealed that 80.7% of those responding felt they were adequately prepared for their first job—a positive response, especially considering the compactness of the Kirkwood curriculum (RD7315).

Kirkwood has provided driver education training for a number of years. Last year, 620 high school students from 18 different school districts took their driver education at Kirkwood in evening classes during the school year, making it convenient for students unable to fit the class into their busy day schedule. Adult driver education enrolled an additional 55 students. This number is increasing due to the influx of international employees who have never driven. The curriculum meets the state guidelines, and is continually evaluated to keep quality high. Motorcycle and moped safety training added another 446 enrollments last year.

Kirkwood conducts classes for the Iowa Department of Transportation in our seven-county area for individuals with too many speeding violations (Driver Improvement Program) and for operating a motor vehicle while intoxicated (OWI). The eight-hour driver improvement classes had nearly 1,200 enrollments last year and the 12-hour OWI program enrolled 1,500. A state-wide recidivism study conducted over a three-year period by the Iowa Consortium for Substance Abuse Research and Evaluation periodically has allowed us to track subjects for at least two and a half years, and a 16.4% recidivism rate can be documented to this point (RD711D, 711B). A master's thesis measuring variables in beliefs of students in the Kirkwood and Des Moines Area Community College OWI programs (RD7312) shows significant retention of targeted beliefs six weeks after taking the class. Pre- and post-tests used in the 12-hour OWI courses show a gain from an 83.5% average in pre-test scores to a 94.7% average in post-test scores. Instructor evaluations are consistently at the 90+percent ("excellent") level.

The Kirkwood fire training facility serves nearly 3,000 students each year: local fire fighters, airport safety personnel, industrial fire brigades, volunteer fire fighters, and designated safety personnel from local industries. Training is tailored to each group. Airport safety personnel must meet FAA regulations. Fire brigade students must meet National Fire Protection Association criteria. Training needs are determined through evaluations, retraining needs, and requests from various groups. Constant growth in student numbers will necessitate expansion of facilities and the fire pad in the near future.

Purpose #1c: Provides improved basic skills.

In accordance with Section 280A in the Code of Iowa, Kirkwood is mandated to "offer to the greatest extent possible, educational programs for high school completion for students of post-high school age." Eligible students are offered the opportunity to select from over 50 Kirkwood high school courses available at ten Kirkwood centers, through the Kirkwood High School Correspondence Program, on the Internet, and at over 20 community sites throughout the service area.

Kirkwood is meeting the needs of area adults who have not completed high school and those students who are currently enrolled in high school but need courses accepted for transfer credit. The Kirkwood Secondary Program Department helps students complete their high school education in a variety of ways.

Nearly 1,000 high school students completed courses through the Kirkwood High School Correspondence Program during fiscal year 1998. These credits were accepted for transfer by their local high schools. Kirkwood awards an average of over 800 diplomas each year to students enrolled in KCC Secondary Programs (RD7401). The pass rate for GED diploma recipients for calendar year 1997 was 88%.

Through participation on the Adult High School Curriculum Committee, the secondary programs faculty has identified curricular needs and is in the process of developing, revising, or evaluating all curricula, including textbooks, study guides, and assessments. The committee ensures that our high school courses address the changing needs and interests of our students, and provides instruction in areas that will better prepare students for employment and postsecondary education. These activities are ongoing.

To enable secondary students to increase their self-sufficiency, improve their employability, prepare for continued learning, and better meet their adult responsibilities, our high school curricula reflect a breadth of subject matter, including life skills and employability competencies. Based on individualized educational plans, students are encouraged to experience a distribution of disciplines, including language and literature, mathematics, social sciences, science, and technology. Students are also encouraged to complete a career assessment inventory and a learning styles inventory, to develop a career pathway, and to explore CHOICES career software to facilitate their transition to further education or a career.

Assessment is an important component of Kirkwood's secondary school programs. For the past five years, Kirkwood has participated in a project designed to explore the appropriateness of competency-based education for Adult Basic Education (ABE) students and the relevance of the Comprehensive Adult Student Assessment System (CASAS) to employability competency assessment and curricula. CASAS is the only adult literacy assessment of its kind to be approved by the U.S. Department of Education. Assessment of student employability competencies was implemented during 1998 (RD7400). Plans include expanding this assessment opportunity to include all students who have indicated employment as part of their educational goals and to increase student learning gains.

The Adult High School program administers a satisfaction survey to program graduates. Results have helped staff to develop and implement improved student orientation services, modify instruction to better prepare students planning to attend post-secondary schools, and better address employability competencies. Student responses will continue to be measured for program development and accountability purposes (RD7302).

Basic skill development also occurs through a contractual agreement with the Iowa Department of Corrections (DOC). Iowa DOC guidelines state that eligible students who have not earned a high school diploma will have the opportunity to earn the GED diploma while incarcerated. Kirkwood offers GED preparation and testing as well as literacy and ESL instruction at the Anamosa State Penitentiary (ASP) and the Iowa Medical and Classification Center (IMCC) at Oakdale. Faculties at both institutions have current Iowa teacher licenses and certification appropriate to their levels of instruction. Instructors have developed curricula and assessments that comply with the educational mandate from the DOC (RD7402).

Purpose #2: Prepares and assists business and industry in becoming more productive, competitive, quality conscious, and profitable by providing industry with training to individuals and assistance in integrating appropriate technologies and processes to improve competitiveness and modernization.

Workplace Development Services makes a major contribution to accomplishing this purpose, and its service to the college and its jurisdictions is growing. In 1995, Workplace Development Services worked with 102 companies to provide training and related services to employees. In 1998, 97 companies were served. In 1995, 357 contracted classes provided over 1,300 contact hours of training to 2,779 employees. By 1998, 662 contracted classes provided over 6,600 contact hours to 3,657 employees (RD2001H).

Revenue of the Workplace Development Services Division continues to grow as additional customers are served and satisfied

customers return. In 1995, the division had $631,678 in revenue, compared to $1,154,275 in revenue in 1998. Total enrollments grew 96% between 1996 and 1998. Leading the way are supervisory training classes that are up 274% since 1996. Formal evaluation of educational outcomes of all contracted training activities is documented with the Continuing Education Division end-of-class evaluation process (RD7201).

In 1983, the Iowa General Assembly adopted the Iowa Industrial New Jobs Training Act (Code of Iowa Chapter 260E), which provides an economic incentive to new or expanding businesses and industries in the state. Community colleges sell certificates to fund the training, which are then paid off by diverting withholding taxes on new employees' wages and property taxes to the community college for up to 10 years. In addition, Iowa's Jobs Training Program (Code of Iowa Chapter 260F) provides matching grants of up to $25,000 to fund customized training for current employees. The program was designed to foster the growth and competitiveness of Iowa's business and industry by ensuring that Iowa's workforce has the skills and expertise to compete with any workforce outside the state of Iowa.

Since 1994, the Iowa Industrial New Jobs Program has generated a total of $34,250,000 toward 93 projects that created 6,613 new jobs in Kirkwood's service area. During the same period, the Targeted Industry Training Program has awarded local businesses $961,120 to train 3,067 workers (RD7315).

A recent survey of the region's business community attests to the responsiveness, flexibility, and quality of contracted training offerings. Strengths cited in the survey include: responds quickly to the varied needs of the business community; is flexible and innovative in its programs; aids in the economic development of the local communities; and provides job placement opportunities. Interview respondents suggested that Kirkwood could help their companies achieve their goals (RD1002). The survey also cited a major challenge to be addressed: to remain flexible and innovative in providing quality programs that will meet the growing demands of students and business and industry.

A unique partnership between Kirkwood and Eastern Iowa Community College, the Hazardous Materials and Training Research Institute (HMTRI), provides training for business and industry as well as "train the trainer" sessions for other colleges through the Community College Consortium for Health and Safety Training (CCCHST).

Through HMTRI, Kirkwood provided training/retraining in 1997 for thousands of individuals who must deal with hazardous materials in their work. The list of activities is impressive:

- training for 250 instructors and 7,000 students
- providing instructor internships
- sales and distribution of more than 2,000 textbooks
- development of curriculum for colleges, industrial clients and major publishers
- national reports for government agencies
- national Brownfields workshops
- satellite programming
- operation of two web sites, and
- sponsorship of the Advanced Technology Environmental Education Center, the North Central Partnership for Environmental Technology Education, as well as the Community College Consortium for Health and Safety Training (RD7004A).

HMTRI has been supported by a grant, now in its seventh year of operation, from the National Institute of Environmental Health Sciences (NIEHS). It is projected that HMTRI member schools will serve 11,000 students in 550 course offerings. Four types of evaluation methodologies have been in the project: 1) a pre- and post-test self assessment of participants attending two-week train-the-trainer courses to measure gains in knowledge and competency; 2) a first-day assessment of instructors returning for refresher training that determines how the participant has applied knowledge and skills gained at the train-the-trainer course; 3) a last-day self-evaluation of knowledge and skills gained at the refresher; and 4) focus groups used during the training process to discuss areas of concern to both participants and instructors. Responses help instructors focus on critical needs of participants. An outside evaluator has used the evaluation data from the past three years to summarize programs and their evaluations (RD7004B). The National Science Foundation, NIEHS, the Environmental Protection Agency , and the State of Iowa recognize HMTRI as a center of excellence.

Apprenticeship training at Kirkwood Community College has grown significantly over the past five years. In 1993, Kirkwood administered nine apprenticeship programs, each 144 hours in length. Each apprentice received three to five years of training, depending on the program they were enrolled in. Beyond these 144 hours of classroom training, each apprentice received 2,080 hours of on-the-job training at local companies under the direct supervision of a journeyperson. Yearly enrollments for apprenticeships have grown to 463 participants actively engaged in training, with an 8% increase in the number of females and minorities. Training hours have been expanded from 144 hours per year to over 200 in many of the programs due to expanding technologies.

Four additional apprenticeship programs have been established at Kirkwood over the past five years: PHCC Plumbing, PHCC Heating and Ventilation and Cooling, Masons, and Plastic Mold Builders. The nature of apprenticeship training has also changed during the past five years. The curriculum now includes a variety of presentation formats: non-credit courses, credit courses, vendor training, ICN training, self-study courses, and health and safety classes mandated by the U.S. government. Training now occurs year round. The Joint Apprenticeship Training Committee conducts course evaluations and initiates appropriate curriculum changes.

In 1997, Kirkwood joined in a partnership with the Iowa Apprenticeship Coalition board to cosponsor a statewide apprenticeship conference that attracted 150 people. The successful conference cultivated training interests within this community and across the state. Plans are in place to cosponsor future conferences to enhance apprenticeship training partnerships and initiatives.

A partnership with Rockwell-Goss enabled Kirkwood to create a state-of-the-art Electronic/Electrical lab during the summer of 1997. Rockwell-Goss's generous support for the lab allows customized training for business and industry, Continuing Education, and electrical apprenticeship programs.

A partnership with the Grant Wood Area Education Agency helped Kirkwood to organize the Woods Quality Center, a resource through which more than 170 local organizations and 45,000 associate members (employees) share ideas and learn from national experts through study groups, a resource library, classes, and an annual conference that attracts over 200. The mission of the center is to integrate continuous quality

improvement into the culture of our area by providing resources, technical assistance, and leadership for individuals, organizations, and communities.

Operating under the umbrella of the Woods Quality Center is the Workplace Learning Connection. The Workplace Learning Connection, founded in June 1998, offers school administrators and employers a single point of contact through which workplace tours, internships, and job shadowing can be scheduled for students; the Connection also offers tours and a Teacher-at-Work opportunity for faculty. Thirty-three school districts and 41 area high schools share the services of this office. Kirkwood and Grant Wood Area Education Agency jointly underwrite the director's position through the Woods Quality Center partnership. Cedar Rapids Community Schools, several area businesses, and state and regional funds from School-to-Work and Tech Prep support additional staff positions and operations. A Rural Enterprise Fund grant and local businesses fund a satellite office housed at the Tipton Resource Center in partnership with the Cedar County Economic Development Commission.

In 1998-99, the Workplace Learning Connection arranged job shadowing opportunities for about 1,600 students and coordinated approximately 100 internships. The Connection's advisory council and staff are currently working with school districts to determine appropriate and useful methods to track students and evaluate how well the program is serving the needs of students, schools, and community businesses.

The Iowa Waste Exchange is a program that actively promotes the reuse and recycling of Iowa business and industry by-products and wastes. It is sponsored by a consortium that includes Kirkwood, other Iowa Community Colleges, the Council of Governments, solid waste agencies, the University of Northern Iowa, the Iowa Department of Natural Resources, the Iowa Department of Economic Development, and Recycle Iowa. Since 1990, exchange professionals have helped divert 240,824 tons of materials from disposal sites and have saved businesses $4.98 million in disposal costs. Two Kirkwood staff members work with area businesses and industries to identify company waste streams and facilitate transfer of waste materials to companies and nonprofit organizations that can reuse or recycle them.

It is clear from the examples above that effective partnerships have been the key to success in meeting the second of Continuing Education's purposes.

Purpose #3: Ensures small businesses and entrepreneurs success in the start-up of their businesses.

A primary force in Kirkwood's continuing commitment to ensure small business and entrepreneurial success is the Kirkwood Small Business Development Center (SBDC) at the Marion Center. In 1996-97, the center served more than 256 counseling clients and provided more than 600 hours of counseling. In addition, the center scheduled approximately 105 related classes that enrolled 434 learners. Most client counseling requires some kind of assistance with capital formation. The SBDC assisted clients in preparing business plans with capitalization needs from $7,000 to $762,000 in the last year. The Marion Center Director monitors non-bank lender/venture capital opportunities through membership in the Eastern Iowa Enterprise Council and contacts in the community.

The Iowa Manufacturing Technology Center is a relatively new partnership made up of

educational agencies, economic development agencies, technical service providers, and representatives of business associations. In its third year of operation, it is Iowa's connection to the Manufacturing Technology Partnership, a program of the U.S. Department of Commerce's National Institute of Standards and Technology. Kirkwood is an active partner in this organization. Iowa MTC clients are primarily small businesses with fewer than 20 employees (75%). The top three subject areas requested are quality/inspection, business systems/management, and market development. Businesses are provided these technical and business services in an effort to improve the competitiveness of Iowa companies.

SUMMARY

Six self-study subcommittees were involved in reviewing and analyzing evidence for chapter three, organizing their work around the mission-related purposes of Arts and Sciences, Applied Science and Technology, Developmental Education, Distance Learning, and Continuing Education as well as the assessment plan that touches all of these areas. The subcommittees found evidence that, when measured against our purposes, shows that Kirkwood is indeed accomplishing its educational and other purposes.

The self-study also brought people together in new ways that resulted in discussion of some emerging concerns that neither fit chapter three's purpose-centered organization nor boasted the level of documentation that informed most of the other conclusions reached in the self-study. After discussion, the subcommittees and Steering Committee decided to include those emerging concerns along with others that are better-documented within the chapter. An effort will be made to further evaluate the pervasiveness of problems such as preparation for sequential courses, assessment related to alternative delivery, faculty perceptions of assessment, and the need for additional studies and reports involving various audiences. In the meantime, we have included such concerns here for the record.

STRENGTHS, CONCERNS, AND RECOMMENDATIONS

Strengths

1. Kirkwood credit and non-credit curricula are clearly defined, coherent, subject to organized review, and appropriate to the mission and purposes of a comprehensive community college.

    - The Arts and Sciences Curriculum and Instruction Committee has improved the curriculum review process with a new checklist, the inclusion of assessment, and feedback to the departments after the curriculum and course review has been completed, and is now developing general criteria for departments to use for course reviews in the future.
    - Faculty initiatives have been a seed for change, review, and improvement in the curriculum.
    - Applied Science and Technology curricula are developed and monitored through a well-organized program review structure.
    - Continuing Education demonstrates a commitment to access and quality through the number and location of courses, and is proving its quality and flexibility through a comprehensive new evaluation system.

2. An academic assessment plan is fully implemented and is regularly improved and updated.

    - The general education initiative is faculty-centered, the whole of the General Education Assessment Committee being composed of faculty from across the college, and has both administrative and institutional support.
    - Assessment in career programs is conducted through the Career Program Assessment Committee, which improves and updates its system and support to faculty every year.
    - Systematic evaluation is also a part of continuing education and workplace development programs, and evaluations are used to inform decisions about future programs.

3. Distance learning programs reduce geographic and scheduling barriers and meet educational and other needs of employed adults.

    - The college is a state and national leader in providing access to courses, programs, and services via alternative and distance instruction, a commitment that is enthusiastically supported by the board, administrators, faculty, and staff.
    - Distance learning courses meet the same quality standards for transferability and financial aid as courses delivered face to face.

Concerns

1. Growth in enrollment, expanded delivery alternatives, and changes in faculty location and composition present some challenges to the college.

    - Off-campus sites (especially Iowa City) have grown considerably since the last self-study report, precipitating concerns about cross-campus collegiality, consistency of curriculum, staffing, and communication.
    - Assessment, evaluation, and accountability will be increasing concerns as alternate delivery options (e.g., accelerated courses, Internet courses) serve a higher proportion of students.

2. As an open door institution, Kirkwood faces challenges in identifying and appropriately responding to a wide range of student needs.

    - Placement tests reveal that many students are underprepared for college courses, and even placement tests do not measure some of the key variables (e.g. attitude, motivation) necessary to student success. A Student Success Task Force is currently working on this concern.
    - There is a perception among faculty teaching sequential courses that some students move on to higher-level courses before mastering the content and skills of prerequisite courses.
    - Guided Self Study completion rates are lower than we would like.

3. The implementation of institutionalized assessment activities has presented the college with several challenges.

    - Many faculty view mandated assessment with skepticism, and perceive a lack of coordination among various assessment initiatives.
    - Assessment activities have added (significantly, in some cases) to demands on faculty time, and have met

with some resistance.

- There have been no formal studies to document the effects on teaching and learning brought about by various faculty initiatives (e.g., Classroom Assessment Techniques Project, Technology Initiative, Teaching Circles).
- Continuing Education's evaluation system needs a way to measure the impact of company training on employee performance.

Recommendations

1. The Interdisciplinary Assessment Steering Committee should increase its visibility, and take the lead in promoting assessment of student learning as an institution-wide activity. The Director of Instructional Research is planning to develop a regular assessment newsletter in Fall 1999 that should help increase visibility.

2. Assessment of general education should be assimilated as a part of the curriculum, across programs and divisions, and the assessment of general education should become an ongoing, assumed part of the curriculum across the college.

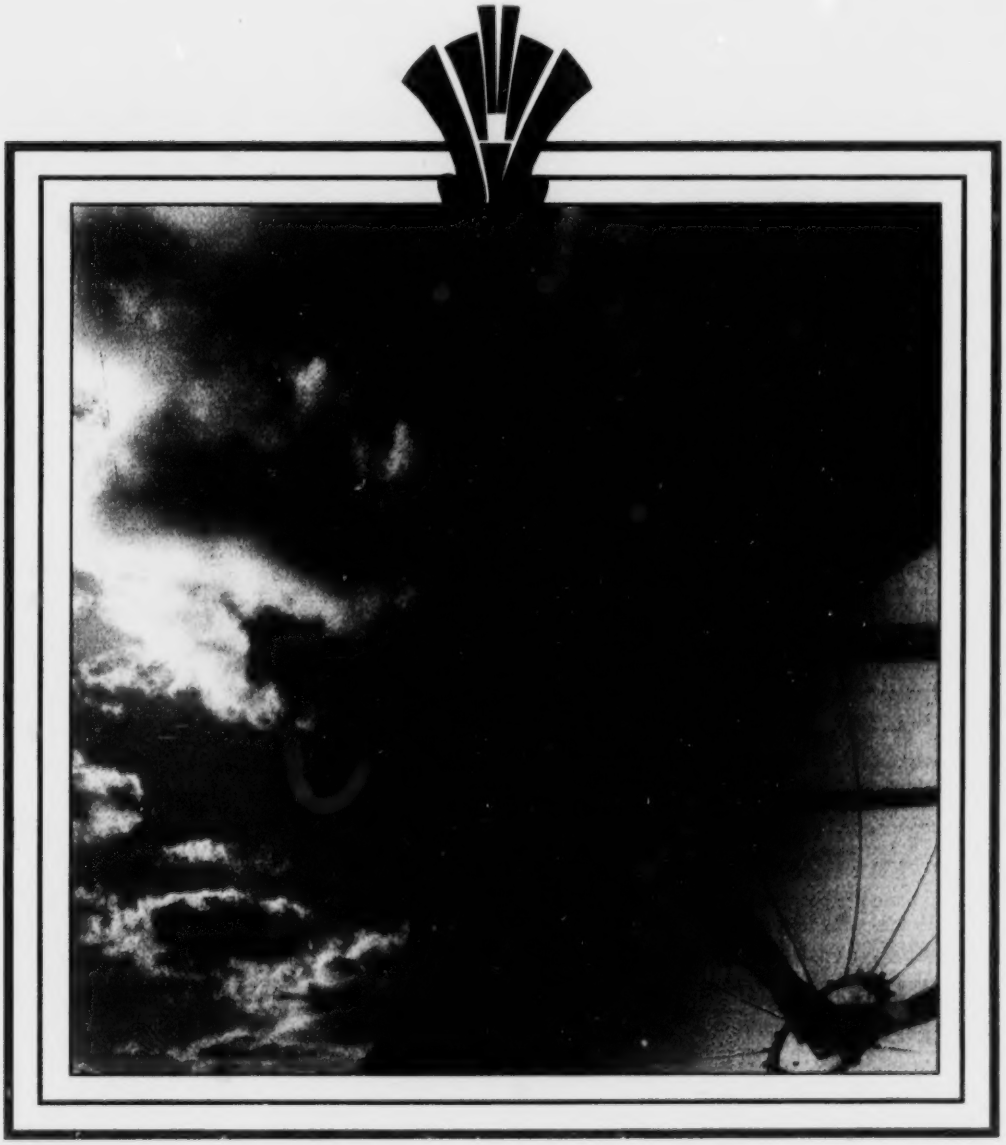
3. The college should continue its commitment to regular collection and assessment of data. This will ensure continued quality programs, evaluation of student learning outcomes, course improvement, monitoring of trends and changes, and communication to educational partners such as area high schools. To ensure that all delivery methods, sites, and personnel provide a consistently high level of quality, assessment efforts must continue to address all delivery formats.

4. The career program review process should continue to be evaluated and improved on an ongoing basis, particularly in the areas of survey returns and assessment of general education skills. Instructional research may need additional resources (personnel and/or time) to process/analyze assessment data needed for career program review.

5. Data should be analyzed (and more gathered, if needed) with the goal of developing a strategic plan for distance learning.

6. The Continuing Education Division needs to develop a method to assess the effect of training on job performance.

Chapter Four: Advancement



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Chapter Four: Advancement

Selby Ballantyne, the first president of Kirkwood Community College, is quoted as saying to a new employee, "If you are ever satisfied with the job you are doing, then you are not doing the job I hired you to do." This attitude exemplifies a guiding principle of the founders of the institution and reflects a philosophy that has continued to be a force in the development of the college.

Criterion Four: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

INSTITUTIONAL PLANNING PHILOSOPHY

Kirkwood has never been satisfied with the *status quo*, but rather has always sought to find ways in which it can quickly and effectively respond to the needs of the community and an ever-changing environment. Kirkwood's current motto, "Learning for Your Life Time," accurately reflects this attitude and the desire to respond to community needs in a timely and effective manner.

The Kirkwood planning model has been mentioned previously, but deserves mention here because of its importance to this chapter. Kirkwood Community College uses a flexible systems model of planning rather than a more traditional "master plan" or "strategic plan." The Kirkwood plan reflects the college's commitment to major goals, to continuous improvement, and to a rapid response to community needs. Input is sought and information assessed on an ongoing basis, with the results channeled into and through Kirkwood's standard operating structures for timely decision and action. All activities - input, assessment, and operations - are directed at accomplishing Kirkwood's mission, goals, and purposes. All activities are based on the supporting foundation that legitimizes the college: the surrounding seven-county community, the Code of Iowa, NCA and state accreditation, and our institutional philosophy, beliefs, and values. Thus, planning at Kirkwood is always a work in progress ("Kirkwood Planning Model," RD1400).

Institutional planning at Kirkwood has evolved over the years to become a fluid, dynamic process that is the product of 32 years of strong college leadership. In 1987, the President's report to the Kirkwood Board of Trustees signaled a new philosophy of planning at Kirkwood: "Planning is a required course in thinking. It ought to be a constant, restless kind of self-analysis. It must not only never end; it must not even pause to rest." Kirkwood's approach to planning is entrepreneurial and responsive, characteristic of a high-performance workplace that enables the college to quickly respond to ever-changing community needs. A rigid, lock-step strategic plan that might be reviewed only once or twice over a period of years has been rejected in favor of a highly responsive partnering system that allows the college to constantly network with business, industry, K-12 school districts, four-year colleges, universities, and other partners in order to receive almost daily needs assessments.

Our approach to planning is to set a broad institutional direction in the form of college goals and rely on the organizational culture and infrastructure to achieve the desired outcomes. Specific planning and decision-making processes on how to implement the mission, goals, and purposes are left to academic departments, standing committees, and appropriate administrators. This type of planning and decision making has been extremely effective and successful at Kirkwood and has gained it both a state and national reputation as a dynamic and innovative institution. It is inherently understood and anticipated that an opportunity that goes unrealized today may reappear tomorrow and require a change in strategy. The college is ready to accept that challenge and is prepared to move into the 21st century on a solid foundation of shared vision and responsive organizational structures.

FINANCIAL PLANNING

Several changes have taken place during the last ten years to strengthen the college's financial position for the future. These changes make us better poised financially to continue to accomplish our mission, improve our effectiveness, and adapt quickly to change.

In 1989, the administration and Board of Trustees began working on a major goal: to increase the unrestricted fund balance. At that time, the fund balance had fallen to 2.6% of annual expenses. The Board determined that the college should increase its fund balance to 8% of annual expenses. The college has worked diligently towards this end. At the end of FY98, the fund balance stood at 7.67% of annual expenditures, up from 7.35% at the end of FY97. A surplus is again projected for 1999. This sound financial footing is an important factor in meeting financial challenges in the coming years.

A second improvement in financial planning relates to a change in the state's timing in funds allocation. Prior to 1996, the state of Iowa made payments to the community colleges 45 days after the end of each quarter, necessitating regular short-term borrowing to meet expenses. Beginning with FY97, the state moved to monthly allocations to community colleges, which reduce or eliminate the need for short-term borrowing and the associated interest expense.

The third change is in the development of an increasing number of partnerships with area businesses and public service providers. Partnerships allow the college to leverage resources by sharing costs and fulfilling its mission. Each partnership weaves Kirkwood into the fabric of the community and provides long-term resources which enable the college

to continue into the future in an effective, cost-sharing manner.

The college's participation in the Iowa Industrial New Jobs Training Program and its involvement in area economic development have provided additional funds and contributed to improved economic conditions in the communities we serve. Kirkwood has played an important role in job creation and training. Benefits include low unemployment in the service area, annual increases of 4.6 percent in property valuations over the last six years, and a more diversified economic base that retains the traditional emphasis in agriculture but with substantial institutional, manufacturing, and service sector employment to provide economic diversity. Per capita income in the service area is consistently above the state average. Unemployment rates in Johnson and Linn County, the major economic centers of the district, are routinely lower than 3 percent. Since 1994, district-wide unemployment rates have fallen from 3.6 percent to 2.5 percent.

Financial planning at Kirkwood over the past ten years has thus been characterized by continuous improvement. The three changes mentioned earlier have strengthened the college's financial position for the future. Significant increases in resources for institutional research enable us to better track our performance—enrollment trends, retention rates, market penetration and customer feedback—in order to guide our use of existing resources and to project short- and long-term resource needs. Improved research also allows us to monitor funding sources in relation to other Iowa community colleges.

One of the keys to accomplishing our mission is having the funds needed to keep up with enrollments, increase access, assure quality, and manage change. As a public institution, state general aid (SGA) is a major factor in budgetary planning, and it is also an area of significant concern to Kirkwood Community College.

There are two problems with SGA to community colleges in Iowa. The first is the overall level of funding. In 1980, SGA accounted for 55 percent of the total revenue for all Iowa community colleges, and tuition accounted for 21 percent. In 1995, the figure for SGA was 49 percent while tuition had increased to 36 percent. In 1998, the figures for Kirkwood were 43 percent for SGA and 47 percent for tuition. If this trend continues, rising tuition costs will become a serious detriment to accessibility.

The second problem with SGA to community colleges in Iowa is that it is only partially related to current enrollments. Inequities in state funding among the community colleges have made it especially difficult for Kirkwood to realize its full potential without frequent increases in tuition. In FY98, Kirkwood delivered 18.6 percent of the state's arts and sciences credit hours, 16.5 percent of the state's vocational-technical credit hours, and 15.5 percent of adult education hours. All told, Kirkwood was responsible for 17.1 percent (12,882 FTE) of the state's total FTE (full-time equivalent students). However, Kirkwood received only 13.6 percent of the total SGA. This is an average of $1,438 per FTE, and is by far the lowest amount per FTE for any community college in Iowa. Kirkwood received, in fact, only 80.1 pecent of the state average in community college SGA per FTE.

If Kirkwood received the average SGA per FTE, it would add more than $4.5 million to the annual budget. If property tax equalization were factored in, the college would gain more than $5 million and could increase the budget by 12 percent.

The election of a new governor in 1998 (the previous governor served 18 years) and a new spirit of cross-partisanship in the legislature are already giving reason to hope for change. The FY00 allocation to community colleges represents an increase of 4.6 percent, compared with an increase of 3.66 percent in FY99 and 3.63 percent in FY98. Although inequities in per-pupil funding were not addressed for FY00, comparative analyses produced by the college institutional research office and forcefully delivered by the college president are raising the awareness of the state director of education, the governor, and the Iowa legislature to this problem.

RESOURCES PLANNING

The Resource Development Department was created in 1994 to combine the services and the activities of the Kirkwood Foundation and Grant Services. Both offices have been extremely successful in raising funds to supplement the college's budget and to provide programs that benefit both current and future students. The college's fundraising priorities are determined through ongoing communication with college faculty, staff, and administrators and input from the Advancement Team. The Resource Development staff remains flexible in order to respond to funding opportunities as they arise for both the college and the community it serves.

Kirkwood Foundation

The recently completed major gifts campaign, Kirkwood Community Partners at Work, surpassed its $10 million goal by raising $10,867,465. The funds will provide $2,382,836 for direct student financial assistance; $108,087 for faculty and staff development; $3,465,000 for instructional equipment; and $4,911,541 for the Kirkwood endowment beginning FY98 through FY05 (RD2001H).

In preparation for the campaign, The Clements Group conducted a community feasibility study within both the institution and the seven-county community. The study helped to set the campaign's top priorities: direct student financial assistance, faculty and staff development, and instructional equipment (RD1002). The success of the campaign, which involved over 2,200 donors, is evidence of the strong support the college receives from area business and industry and the community as a whole.

From 1992 to 1998, Kirkwood's endowment grew from $209,471 to $1,703,401. Two new positions provided the impetus for this growth. In 1995, a full-time position was funded to head a new planned giving program within the Foundation. A second planned giving staff position was established in 1996, and since then 86 planned gifts have been made on behalf of the Foundation, the Heritage Area Agency on Aging, and the KCCK-FM endowment.

Grant Services

Approximately $4-4.5 million is raised each year through the collaborative efforts of the Grant Services office and various college departments. In FY 97, the Grant Services staff achieved an 88 percent success rate for the proposals submitted, raising over $3.6 million dollars. An additional $835,000 was raised through proposals that were submitted in support of the major gifts campaign, bringing the total to $4.4 million for the year (RD2001H).

Grant funds support the diverse needs of our students through cultural programs, support services, professional development, equipment, and many specific programs within various departments throughout the college. Some of the grant projects currently funded and those that are presently being pursued address the college's innovations in distance learning. It is currently projected that Kirkwood's enrollment

in distance learning alone will increase by 1,500-2,000 in the next ten years. These students will need immediate access to the same kinds of services that traditional students receive – such as those provided by the registrar, financial aid, student activities, tutoring, library services, academic advising, testing, assessment and developmental education. We must continue to find ways to expand these and other services yet to be determined.

Partnerships

The Foundation plays a critical role in establishing partnerships for the betterment of our college, students and community. The college views partnerships as essential in adapting to the challenges of the future and has aggressively worked at developing multiple relationships with both public and private entities (partnership monographs RD2104 and RD8100).

We are learning that opportunities for partnering are virtually unlimited if those entities have specific kinds of training needs within their industry. For example:

- AEGON USA–an international insurance company–saw a need for training and housing for a corporate data center; built a facility on the Kirkwood campus with space for a Kirkwood computer center

- Diamond V Mills–a yeast culture company and international producer of products for the animal feed industry–became interested in partnering with Kirkwood when they saw the advantages of working with our students and program; designed a quality environment on campus for their research facility

- Henry B. Tippie–a Texas cattle rancher–made a generous gift to Kirkwood of classrooms, cattle yards, loafing shed, and indoor arena where Kirkwood students and area agribusiness employees can learn and demonstrate modern, environmentally responsible cattle farming techniques

- Hall-Perrine Foundation–provided $750,000 to support renovation and development of the Kirkwood Resource Center in downtown Cedar Rapids

In the future, Kirkwood envisions more partnerships, including some with social service agencies such as those housed in the new Kirkwood Resource Center. We have heightened our ability to deliver education by partnering with United Way, Linn County Department of Human Services, Iowa Workforce Development, and other agencies. Bringing these entities together in a collaborative way increases access and improves the quality of services for our citizens.

Several partnerships have also been developed in local communities within Kirkwood's seven-county service area. One example, from Cedar County, is a community-based sheltered workshop/rehabilitation program for moderately disabled adults that includes an alternative high school program. This program provides education and training resources, and includes advising, assessment and counseling. Office space and support services are also provided to other state and community-based agencies such as JTPA, Division of Vocational Rehabilitation, Workforce Development, and the Department of Human Services.

Another unique alliance, the ACCES Consortium, was described in the Resources chapter. This consortium shares both a mainframe

computer located on the Kirkwood campus and Kirkwood-designed software to manage administrative records such as student applications, grades and financial aid status. The partnership offers greater mainframe capacity and better access to first-rate technical assistance than any individual college could afford.

On the international front, Kirkwood has formed a promising partnership with Midrand College in Johannesburg, South Africa. Kirkwood signed an agreement with Midrand that spelled out the procedures and financial arrangements for curricular consultation in support of Midrand programs (RD5500). The agreement also specifies that Kirkwood will offer courses and degrees at Midrand in the future, pending accreditation by the North Central Association. Faculty and student exchanges are anticipated as a future part of the partnership.

Support from Foundation activities, grants, and through partnerships will play an important role in accomplishing Kirkwood's current and future purposes. The college's experience and success in these areas position it well to meet tomorrow's challenges.

HUMAN RESOURCES PLANNING

Sound financial planning, though essential, is not enough to prepare for tomorrow. Human resource planning and development are also imperative. Kirkwood's personnel office has been transformed into a comprehensive, proactive Human Resource office with a strong commitment to human development and internal service. The primary focus continues to be on effective employment practices for hiring outstanding employees; however, its scope has broadened to meet future challenges and to achieve the institution's goal of increased commitment to and investment in human resource development.

Chapter 2 has already described in detail the strengths of Kirkwood's Human Resources Department: the financial commitment to faculty and staff development, the constant improvement of evaluative procedures at all levels, the efforts to support a healthy lifestyle, and the hiring practices.

To continue its mission in the future, the college is currently addressing several critical human resource issues. One is finding employees who have the increasingly high number and types of skills needed for all positions. The skills required are not only of a technical nature, but also interpersonal and practical. In 1999, the college initiated a "grow your own" plan to address an acute need for microcomputer specialists to support Kirkwood's extensive technology infrastructure. The plan draws upon the talents of current full-time and part-time staff, supporting and training those with high interest and potential to move into better paying positions as microcomputer specialists. If successful, this initiative will serve as a model for meeting future needs by providing advancement opportunities to Kirkwood staff.

Another major human resource challenge is future employee turnover, which could potentially reach 70% of the current employee base (420 of the 600 full-time employees) over the next ten years. This is based on the current average employee age of 45.2 and the Iowa Public Employee Retirement System's "rule of 88" that will be fully implemented in the year 2003. This turnover will dramatically change the administration, faculty, and staff profile.

Adjunct faculty and part-time employees are important human resources, but FT/PT ratios

must continue to be monitored and addressed. In 1998, the college employed 241 part-time non-teaching employees and 410 adjunct faculty. During the fall 1998 semester, 41% of all college credit hours were taught by adjunct faculty. While the college continues to place a high priority on hiring full-time faculty (19 new full-time faculty positions have been added since 1994), these efforts have been severely hindered by state funding that has not kept pace with the college's enrollment growth. An Adjunct Faculty Advisory Committee and Part-time Employees Committee have been established to discuss issues and to make recommendations for strengthening this important group of employees. Although measures are being taken to address the aforementioned challenges, the potential impact of employee turnover continues to be a source of concern.

Steps have been taken to improve Kirkwood's recruitment, hiring, and orientation of new employees. A successful mentoring program for new faculty has been expanded to other employee classifications to support new staff members in their orientation and in an effort to increase retention. Salaries of entry-level positions and part-time employees have also been studied and increased. Competitive salaries will continue to be important for attracting and retaining quality employees, especially for specialized and technical positions.

INSTRUCTIONAL PLANNING

Instructional planning to strengthen Kirkwood's educational effectiveness occurs in three major ways: 1) on the program level, when new programs are identified and implemented, and existing programs reviewed; 2) at the curriculum level, when the courses within programs are reviewed and assessed; and 3) at the student learning level, when specific systems, practices, and approaches to learning are analyzed and strengthened.

Level 1: Program

Kirkwood plans new programs on the basis of recommendations from not only groups outside the college (such as the new Dental Hygiene program recommended by area dentists and the new Masonry program requested by the local masons' union), but also from groups within the college (such as the Biotechnology program developed by the math-science faculty). In addition, faculty groups have invited CEO's and other interested individuals from area enterprises to campus to undertake a "visioning" process. During this process, attendees engage in dialogue that helps identify future employment trends and lay the groundwork for further program and course development.

During the summer of 1998, the Skills 2000 Research Group conducted a survey of the employment needs of 33 major east central Iowa companies and reported that our labor market needs an influx of highly skilled, well-educated workers. This need is due in part to the mismatch between the skills profiles desired by the companies and the skills that exist in today's labor pool. Increasingly, jobs require a wide range of essential (e.g., communication, teamwork, and interpersonal) skills and technical skills that can be acquired through community college programs. Failure to respond to the companies' needs or to heed their educational recommendations could force these companies to look to other communities or in other states to meet their growth needs. The Skills 2000 report is, therefore, under serious discussion in both the Instruction and Continuing Education branches of the college.

Level 2: Curriculum

Instructional planning also occurs at the curricular level. In the Arts and Sciences, the Curriculum and Instruction Committee is currently testing a new method for periodic review of transfer courses. Each department undertakes a "self-study" of its entire curriculum, noting strengths, weaknesses, and suggestions for improvement, including the adoption of new majors or programs. In Applied Science and Technology, advisory committees and a Program Assessment Committee are in place to ensure that programs are up-to-date and responsive to community employment needs. This ongoing program assessment, feedback, and planning will be essential in revising and planning education consistent with employment markets.

Level 3: Student

A new instructional planning effort on the student learning level is the Task Force on Student Success. One of the outcomes of this task force will be the identification of systems, practices, and approaches that appear to be improving the frequency of success for student populations that have previously experienced difficulty. Five areas that form a framework for identifying the issues which affect student success are: 1) social preparation; 2) institutionalized policies, practices, and beliefs; 3) classroom teaching; 4) current systems supporting student success; and 5) college courses directly supporting students' college-wide success. The task force will develop an institutional plan and recommendations for improving the college-wide student success rate.

FACILITIES PLANNING

Voters in the seven-county area served by Kirkwood recently gave the college a tremendous boost with a 72 percent approval for the renewal of the school's 20 ¼ cent levy. The levy will generate almost 25 million dollars for capital improvements over the next ten-year period. Approximately 15 million dollars will be used for investment in facilities and infrastructure, with the remainder used for maintenance of current facilities. This continuing levy will take effect in 2002 and last through 2011.

Preliminary discussions on possible uses of funds generated by the levy started at the departmental level in spring of 1998. Each department submitted a proposal outlining its anticipated needs for the next ten years and explaining why these should be a priority in terms of the college's mission, vision, and goals. Kirkwood's Advancement Team reviewed and assessed each proposal and forwarded recommendations to the college president. After further deliberation, a tentative list of capital improvements was developed: an addition to the Iowa City facilities, an addition to Washington Hall, a new Fine Arts building, a new Business Education facility, and renovation of Linn Hall space vacated by Business Education.

Kirkwood Community College also benefits from a ten-year 9-cent equipment levy. Approved in September of 1994, this levy generates over one million dollars a year for equipment use in the classroom. Kirkwood also receives nearly $500,000 from state revenues each year for equipment improvements in vocational-technical programs.

Kirkwood allocates nearly one million dollars each fiscal year out of its general fund for physical improvements that help to keep Kirkwood's facilities and departments up-to-

date. A systematic approach is in place for determining priorities. Each department annually submits a list of proposed projects. The Executive Director of Administrative Services and Director of Plant Services visit each site to evaluate and estimate each project and determine whether the project will be outsourced or completed in-house. After this determination, the Executive Director of Administrative Services and Director of Plant Services confer with the President and Vice-President of the college and determine which projects will be completed and in what order.

Maintaining top-level facilities and the equipment required to give students an excellent education is a high priority. Faculty seem especially eager to embrace opportunities afforded by emerging technologies. The Advancement Team's 1998 invitation to the departments to state their vision and priorities for the future generated proposals that stressed the need for technologically advanced classrooms, not just in new facilities, but in existing buildings. Although keeping up with faculty creativity, enrollment growth, new technologies, and up-to-date equipment will require considerable resources, the financial support of two levies and a well-organized planning system ensures that the college has the physical resources necessary to continue Kirkwood Community College's growth into the future.

TECHNOLOGY PLANNING

Since the early 1990s, the exponential growth in user expectations for technology has necessitated a continual reevaluation of college planning and budgeting for technology. The needs and operations of the college are changing and will continue to do so. The college must be positioned to meet the challenges that will arise.

In 1990, the Instructional Technology Committee (ITC) was formed. This committee, made up primarily of faculty, guides the development of technology to support classroom instruction. In 1997, the committee shifted its emphasis from hardware and software selection to teaching and learning. The committee has been active in decisions on the use of instructional equipment dollars, the design and uses of computer-based classrooms, the development of guidelines to help faculty succeed with technology, and the development of a campus-wide information technology policy. Each of these accomplishments has helped the college through technology transitions. The committee will continue to provide leadership and serve as a forum for instructional technology development in a teaching-learning environment.

In an effort to prepare the institution not only for the expansion of technology but for convergence of technology, Kirkwood is reorganizing in several areas to consolidate resources for improved effectiveness and efficiency. In 1995, the departments of Networking and Telecommunications were brought together within the Computer Operations division. This allowed far greater collaboration on development of voice, data and video delivery. In 1997, the Instructional Computing department was merged with Video/Media Services and Printing and Graphics, reflecting the realizations that faculty users of technology need support from all these areas and that resources can be more efficiently used if they are combined. Consolidating service areas allows easier exchange and coordination of information and expertise, increasing our ability to respond to fast-paced technological changes.

A 1995 faculty/staff survey showed that the demand for technology customer services was well beyond the resources and processes

that were in place. Growth in PC purchases and the increased sophistication of applications had simply outpaced our available support staff. To remedy this imbalance, the college added nine positions and reclassified nine additional positions to support the growth of information technology. Because of the high demand and salaries in the marketplace, Kirkwood faces an ongoing challenge to hold these employees.

The most significant impact of the new positions was the creation of a faculty/staff technology training program. Trainers offer approximately twenty classes per month to train instructors and staff in technology and help them implement technology into their teaching. In addition, since 1996 two faculty members have served as campus technology leaders. Their role is to coordinate the integration of technology into the curriculum.

Kirkwood has been very progressive in setting and maintaining standards for PC, mainframe, and telecommunications, enabling us to make better use of technical resources. Many colleges are finding it difficult to build integrated networked systems because hardware/software standards have never established. The creation of and adherence to standards is a strength that has become a solid building block for technology enhancement. Maintaining and upgrading the standards is a constant challenge.

Kirkwood participates in cooperative efforts that position the college for the future. Kirkwood's membership in ACCES allows us to share expenses and personnel for mainframe computing and management information systems. Kirkwood's membership in the League for Innovation provides opportunities to learn from the best practices of leading institutions.

Other important memberships include the following:

- Community College Satellite Network
- Association of Educational Communication Technology
- Community College Distance Learning Network
- National ITFS Association
- Iowa Telecommunications User Group
- International Television Association
- International Communications Industry Association
- Iowa Distance Learning Association
- Community College Association for Instructional Technologies.

The rapid pace of technological change will continue to have a profound effect on the college. The college is implementing processes to better identify technology needs and assist in planning, such as annual strategy sessions with departments and use of the centralized campus Help Desk's record system to track problems and suggest how resources need to be adjusted. Establishing technology priorities will be a crucial factor in future decision-making.

ASSESSMENT AND PLANNING

"Assessment" in a wide variety of forms has been taking place at Kirkwood since the college's inception—from the classroom to the Board room, from formal standing committees to informal ad-hoc ones, from the advising office to individual instructors' desks. However, since 1992 assessment has taken on much greater breadth and depth of meaning. A formal assessment initiative started in 1992-93 with a college-wide review of the mission and the creation of goals and purposes, followed by the formation of several committees devoted to assessment. The Institutional Measurement Committee, General Education

Assessment Committee, and Career Program Assessment Committee are all functioning today under the oversight of the Interdisciplinary Assessment Steering Committee.

These committees represent only part of the whole. The Institutional Advancement Committee works with them to ensure that: 1) the institutional planning processes reflect the results of assessment, 2) the Kirkwood mission is being accomplished, 3) improvements are made based on the input from assessment activities, and 4) adequate resources are supplied to continue assessment efforts in the future. Thus, advancement and assessment committees share responsibility for "closing the loop" in improving educational effectiveness.

On the departmental level, new procedures are in place for assessing academic outcomes. Assessment is an integral part of the Arts and Sciences review process described earlier in this chapter and in chapter three. Departments must show how they assess student learning and how they will improve their effectiveness in the future.

Each Applied Science and Technology and Career Option program is on a four-year review cycle through which it formally evaluates its strengths and weaknesses and formulates a plan for improvement. The Career Program Assessment Committee monitors this process. Survey data are collected from students, graduates, employers, and advisory committee members; and pre- and post-exams assess the level of competency attained. Other programs—Continuing Education, Developmental Education and Distance Education—have also increased their efforts to conduct meaningful, useful assessment of teaching and learning.

Kirkwood's assessment effort has achieved not only breadth but also depth, from the President's staff through deans to the individual faculty members, staff, and, ultimately, students. Notable examples of support for assessment are the following:

- the Classroom Assessment Techniques (CATs) project, now five years old and still acquiring new adherents (132 faculty members have now participated, including 49 adjuncts)
- the "Teaching Circles" (formerly Process Learning) initiative begun in 1998 (37 faculty are currently participating, including 3 adjuncts, and 19 "returning" participants)
- support for speakers, conferences, and workshops to build an assessment knowledge base
- individual assessment activities by approximately half of the faculty (RD2001F-H)
- biannual, college-wide surveys of students and faculty and staff
- two research positions—institutional research and academic research

The General Education Assessment Committee and Career Assessment Program (assisted by the directors of academic and institutional research) have attained standing committee status. One of the goals of the General Assessment Committee will be to develop rubrics establishing the criteria by which general education skills can be measured. The committee has already conducted an inventory of all Kirkwood courses to identify where general education objectives are taught. Development of course-embedded general education rubrics is being supported with workshops to assist faculty and ensure consistency. Nationally-recognized educator and assessment expert Dr. Barbara Walvoord visited Kirkwood in 1998-99. The assessment effort has full support from the Board of Trustees and the administration at Kirkwood.

A strength of our assessment activities is the breadth and depth of the initiative as reflected by the number of administrators, faculty, staff, and students who are involved. Another strength is the commitment to continuation. An area of concern is that with so many assessment activities going on at once, the analysis and action steps of the feedback loop may sometimes be neglected. This is partly due to the logistics involved in communicating a large amount of assessment information to many people. While there are advantages to Kirkwood's multi-faceted approach to assessment, it is possible that greater centralization and resources might lead to overall improvement in communication.

THE ROLE OF COMMITTEES IN PLANNING

Kirkwood relies heavily on its standing committees as vital links in its chain of college governance. The Criterion 4 Committee challenged a representative sampling (16 of 22) of standing committees, task force committees, and other informal decision-making groups to share how they deal with issues that may have an impact on the college's future. We asked these groups the following: What issues do you deal with that will be of importance to the college in the future?

- How does your group document the actions and decisions and how is this information disseminated on campus?
- How does the group evaluate these actions to determine if its activities influence changes at the college?
- Does the group have purpose statements, written operating procedures or other provisions governing the operation of this committee?

The chairpersons of most groups indicated that they did, in fact, deal with issues concerning the future of the college. While these groups initially deal with current issues, discussion often evolves into how these issues will affect future directions for the college. Information about future issues and trends often comes through travel or research at the department level. Departments often send representatives to attend conferences or visit other college campuses to ascertain trends pertaining to their area of interest. When these department members are also members of key committees, the information is shared with the committees on which they serve.

While some of the committees were developed recently for the specific purpose of assessing a current need or projecting a future trend, others have been operating for many years. The Criterion 4 group was initially concerned that some of the committees had been formed so long ago that they may not have recently reviewed their purpose or evaluated how their function meets the college goals, vision and mission. After asking each committee chairperson to address this issue and report back to us, we concluded that in fact the standing committees do conduct their business in conjunction with the goals, vision, and mission of the college (RD9101C).

SUMMARY

Selby Ballantyne was a visionary, but even he could not have imagined the future of Kirkwood in terms of the technological, financial, and human initiatives described in this chapter. Nor can we envision all of the changes that will occur at Kirkwood during the next ten to twenty years. Our conclusion, however, is that this college will continue to accomplish its purposes, however they evolve, and that the spirit of innovation and quest for excellence that have characterized Kirkwood in the past are its surest sources of continued strength.

STRENGTHS, CONCERNS, AND RECOMMENDATIONS

Strengths

1. The college's dynamic leadership and outstanding faculty and staff perpetuate a culture of innovation, responsiveness, and flexibility in the planning process.

- The *President's Annual Report*, as mentioned in earlier chapters, provides an annual update of institutional initiatives and achievements and addresses the future of the college.

- Kirkwood has a systematic process for identifying new facilities and an annual facility maintenance plan that results in a minimal amount of deferred maintenance.

- Standing committees address issues related to the college's mission and provide important oversight to the implementation and on-going development of Kirkwood's assessment plans.

2. The college is poised financially to continue to accomplish its mission, improve its effectiveness, and adapt quickly to change.

- Kirkwood is committed to resource development through the combined Kirkwood Foundation and Grants Services offices. Both work closely with departments to achieve college-wide goals. The recently completed major gifts campaign generated over $10,000,000 to be disbursed through FY2005; the Kirkwood endowment has grown to $1,703,401 and a future value considerably above that, and over $4,000,000 is raised annually through federal, state, and foundation grants.

- Public and private partnerships have been established through dynamic leadership, enabling Kirkwood to meet community needs, to provide state-of-the art environments for students and long-term financial support.

- The 20 1/4 cent capital improvement levy ($2,600,000 annually through FY2010) and the 9 cent equipment levy ($1,000,000 annually through FY2005) position the college well into the future and are evidence of strong public support.

3. The college's institutional planning includes careful attention to the future role of technology.

- Faculty and staff are involved in identifying technology needs and uses. In addition, the college has made significant strides in staff training for PC applications. Every full-time faculty member has been provided a PC, and the college has established a computer purchase program for employees.

- Kirkwood has been progressive in setting mainframe and PC technology standards. The creation of and adherence to these standards has served as a building block to technological advancement. The Kirkwood model has been replicated by other institutions.

4. Kirkwood is highly responsive in developing new, needed instructional programs, as exemplified by the Accelerated Computer Programming, Masonry, and the Customer Contact Training programs. These new offerings fulfill employment needs and respond to the results obtained from community surveys.

Concerns

1. Institutional growth in enrollment, facilities, services, and programs has increased the need for financial resources. Starting, maintaining and upgrading instructional programs and services throughout the college requires increasing funds. Keeping pace with rapidly changing technology will create a continuing need for upgrades of hardware and software.

2. Human resource planning and development are challenges that are becoming ever more critical.

- Due largely to projected potential retirements, employee turnover could potentially reach 70% of the current employee base over the next ten years.

- Rising enrollments and expanding facilities (noted in chapter two) are increasing the work load of all college support services.

- People who possess the vision and technical expertise needed to maintain and maximize the potential of technology are difficult to attract and retain. Staff training, student access, and curriculum development are all areas in which additional human resources may be needed.

Recommendations

1. A strong instructional program must continue to be the college's highest priority.

- The Curriculum and Instruction Committee, General Education Committee, and Program Assessment Committee should continue to stress the importance of assessing student learning. Strengths as well as weaknesses should be identified and appropriate changes made to keep the curriculum viable and responsive to needs.

- Kirkwood needs to develop an ongoing process or to identify, establish, and support new programs.

2. The college must continue to strengthen its financial base.

- Resource development must continue to research and tap new funding sources such as corporate and private foundation grant programs and mutually beneficial partnerships.

- The college must continue to seek state funding equity.

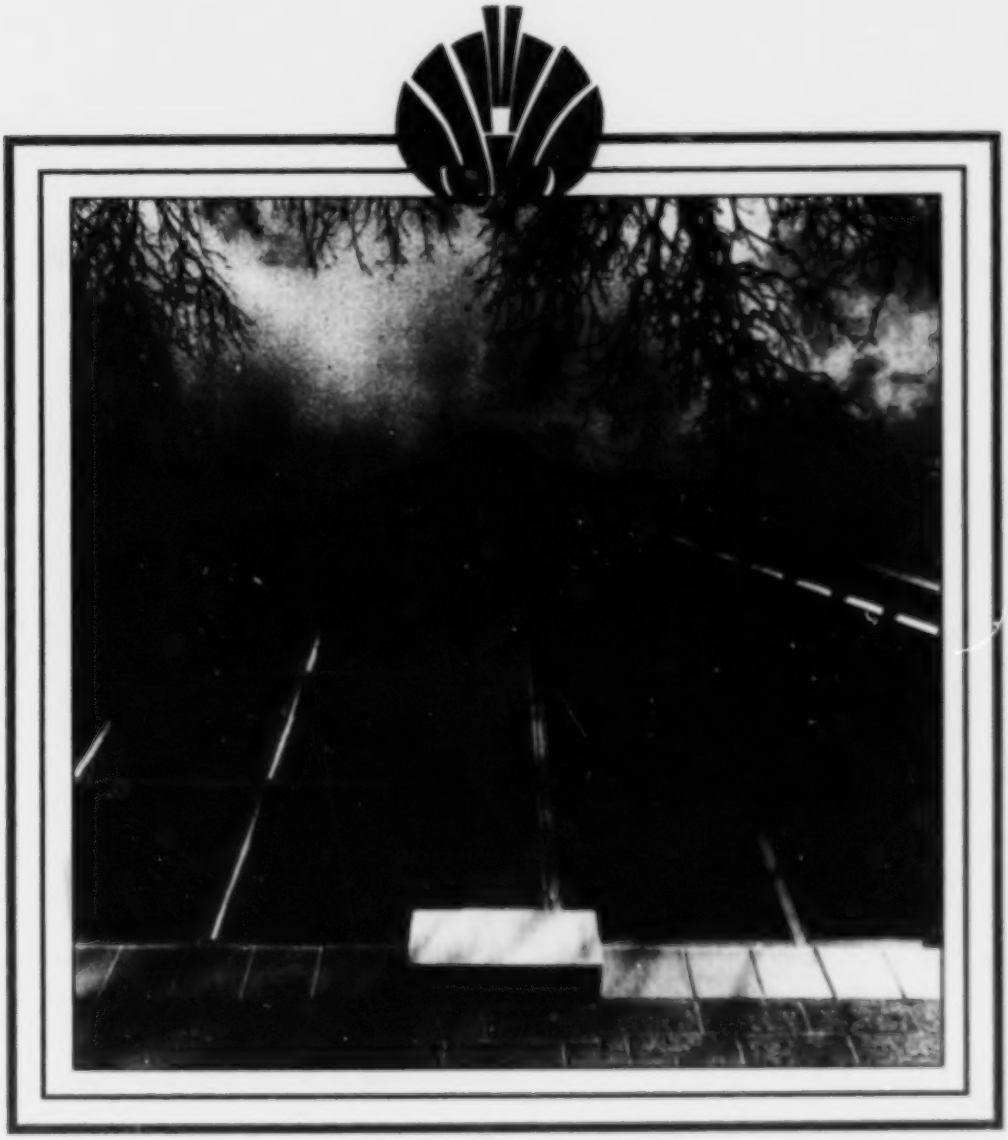
3. The potential faculty and administrative turnover necessitates the development of a replacement and transition plan.

4. Technology planning should continue to receive college-wide attention.

- The college must continue to view technology as a high priority and allocate resources, both financial and human, to training personnel, and the maintenance and upgrading of software and hardware.

- The college should continue to review instructional classrooms to ensure that existing technology is maintained and examine the configurations of new classrooms to ensure that appropriate technology is provided.

Chapter Five: Institutional Integrity



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Chapter Five: Institutional Integrity

"You can't build a reputation on what you are going to do."
—Henry Ford

Criterion Five: The institution demonstrates integrity in its practices and relationships.

The college's mission and goals statements reflect an emphasis on relationships—they speak of internal and external communication, identifying community needs, building internal and external partnerships, and adapting to changing circumstances. Processes and procedures have been established to ensure that these relationships are pursued in the interest of improving teaching and learning, enhancing excellence, and fostering mutual benefit. This chapter reviews the integrity of Kirkwood Community College in three arenas: 1) relationships that are internal to the college, 2) relationships with students and potential students, and 3) relationships with external organizations.

INTEGRITY IN RELATIONSHIPS WITHIN THE ORGANIZATION

Kirkwood strives to create a climate that will allow individuals to work together to achieve mutual goals. To judge its success in achieving those goals involves examination of many different programs, policies, and practices.

Equity and Diversity Programs

Kirkwood Community College demonstrates commitment to equity and diversity through programming as well as policies.

Kirkwood offers equity and diversity programming for students, staff, and faculty through a variety of activities and curriculum. Six committees provide oversight and development planning for the college. To provide monitoring and equity programming, the ADA Accommodations, EEO Advisory, Equity Communications, and General Hearing Board committees meet regularly. The Diversity Programming and Academic Diversity committees lead curriculum development and diversity activities. These committees are responsible for activities such as Beauty of Diversity Day, Dr. Martin Luther King, Jr. Day, and the curriculum development for the Associate of Arts diversity graduation requirement. To provide general coordination and vision, the chairs of these six committees are members of the Equity Steering Committee, headed by the Associate

Vice President of Instruction and the Diversity Coordinator.

Two large-scale events—one new, the other nearly 20 years old—exemplify the college's ongoing equity and diversity efforts. Beginning in January 2000, the college will suspend its regular activities on Martin Luther King, Jr. Day to engage all staff and faculty in in-service activities that include diversity and other topics of critical importance and high interest. This marks an intensification of the college's commitment to MLK Day, on which classes have typically been suspended while college offices remained open. The second event, *Beyond Rubies*, is a two-day women's conference held during March every year since 1981. Enthusiasm for the annual conference remains as strong as ever, with an average of over 700 people attracted by nationally recognized speakers and by the reputation of this high-quality, worthwhile event.

The above programs and committees are representative of the college's history of strong commitment to encourage and support the continued expansion and celebration of attitudes and activities which develop a diverse college. Kirkwood Community College has had an ambitious Equal Employment Opportunity/Affirmative Action program since the early 80's. As the program developed, committees were added to represent the breadth and interests of our staff and students in terms of cultural and ethnic backgrounds. The impetus has expanded to include internationally partnered courses, diversity curriculum development, faculty and student exchanges, and educational activities in diversity. The college has gone significantly beyond "equity" to "celebration" of diversity. This college strength is evidenced in the activities and programs outlined above, as well as in the international programs section described in Chapter Three and also found later in this chapter.

Internal Communications

The normal line of communication for internal issues is between supervisors and staff and/or faculty. Through formal and informal conversations at the department, division, or branch level, the overwhelming majority of operational concerns are discussed, decisions made, and actions carried out. The college philosophy of decision-making at the front-line level is a strength not only for the staff involved, but also for the students and citizens served.

However, if issues cross organizational lines or cannot be easily resolved through normal channels, the college has a number of standing committees through which issues can be addressed. A list of standing committees and their members are available in the Resource Room (RD9101, RD9101B). Many have already been profiled in Chapter Two.

Since 1989, Kirkwood has developed a strong system of standing committees, which exist specifically for the purpose of expediting internal communication. Examples of these committees are Communications Council, Certified/Professional Staff Meet and Confer, Adjunct Advisory Committee, and Part-time Employee Committee. Kirkwood's growth during the last ten years has increased tremendously the importance of these formal structures for effective communication.

Organizational Structure/Principles

The organizational structure of Kirkwood Community College is designed to minimize and flatten the traditional hierarchical reporting system. Administrators are encouraged to operate as participatory managers with deci-

sion-making responsibility about operations made at the most directly affected level. A general philosophy of continuous quality improvement is practiced, as is evidenced by the many faculty and staff development opportunities offered by Human Resources and the workshops conducted during administrative retreats. An organizational chart and list of staff development activities are available in the Resource Room (RD9100, RD9103).

The college has adopted a set of beliefs (RD1003) that reflect such principles as trust and honesty, mutual respect and support, open communication, and dedication to the people we serve. These beliefs give meaning to how we fulfill our mission, and they are underscored in the forms used for staff evaluation of supervisors (RD9305), in many of the topics selected for staff development activities, and in the most recent college-wide faculty/staff surveys, administered in spring of 1999.

Safety and Ecology

One of the hallmarks of institutional integrity should be the provision of a safe environment for both the present and future college community. At Kirkwood, two committees—Safety and Ecology—take the lead in meeting and envisioning college needs.

The Safety Committee meets monthly from September to May. Items of discussion may be raised by committee members or by the college community in the form of "Safe-T-Gram" reports, which allow any staff, faculty or student to report a concern, raise a question, or request action on safety matters. Examples of "Safe-T-Gram" issues include questions about safety during adverse weather conditions or reports of potentially unsafe conditions inside or outside of a building. The Safety Committee acts in an advisory capacity and makes recommendations for solutions. The President, Executive Director of Administrative Services, and Director of Plant Services make decisions for remedial action.

As the number of college departments and facilities have grown, it has been difficult to maintain complete representation on the Safety Committee. However, the size and continued growth of the college magnify the importance of the committee's efforts to increase awareness of its existence and processes.

The Ecology Committee was formed in 1988 to increase campus awareness of and involvement in environmental issues. The committee strives to inform staff, faculty, and students of ways to improve the environment and promotes a variety of environmental projects. The committee's efforts include recycling, Earth Day activities, and establishing a campus nature preserve. The Ecology Committee spearheads recycling efforts across the college. In office areas, many staff participate in the recycling program, which accepts all paper materials except newsprint, magazines with glue, food and snack wrappers and waste, and paper towels. New recycling options continue to be explored, piloted, and evaluated.

Audit and Accounting Practices

The Office of the State Auditor conducts a comprehensive annual audit of the college. Any concerns regarding accounting practices are revealed at that time, and audit results are sent to the appropriate funding agencies for their information. Copies of the audits are located in the Resource Room.

The CPA firm of McGladrey & Pullen, LLP annually audits the Kirkwood Foundation and

Facilities Foundation. The Foundation audit is on file in the Resource Room, and the Facilities Foundation audit is available in the office of the Executive Director of Administrative Services.

The audit and accounting practices of the college are clearly a strength, reflecting the integrity of the college and the thoroughness and good practices of the Business Services Department. In 1996-97, for the second time in the history of the college, there were no audit findings, and in 1997-98 only two were noted. This is notable, because any potential concerns in accounting practices would be identified during the audit process.

Human Resources and Hiring Practices

A step-by-step hiring packet (RD9001) has been assembled by the Human Resources Department for use when a position at the college becomes available. The supervisor of the open position reviews and updates the job description before the position is opened and applications are accepted. The hiring packet also includes information about types of job openings, recruiting, reviewing applications, interviewing, and checking references.

The college's equal employment opportunity/affirmative action program is described in a 20-page statement of employment practices reflecting Kirkwood's moral, ethical, and legal commitment to equity in employment activities and in educational services. It is available in the Human Resources Department and the Resource Room (RD9007). A condensed version is provided in the *Employee Handbook* (RD9009).

Overall, the college's hiring procedures are well organized and reflect "best practices." One area of ongoing concern is how to keep hiring procedures for part-time employees reasonably efficient while still maintaining fair hiring practices that will meet college standards if those employees become full-time (as many do). The Human Resources Department has developed hiring process guidelines for part-time employees working over 20 hours per week to try to address this issue (RD9001).

Complaint/Grievance Procedures

Complaints and grievances can happen at all levels—students, staff, faculty, and administration. Kirkwood uses both formal and informal means of resolving conflicts.

Students have several grievance options depending on the circumstances. They may appeal college actions regarding their behavior using the procedures outlined in the General Student Conduct Policy section of the *Student Handbook*; they may appeal course grades via the Academic Policies and Procedures Committee; and/or they may direct complaints to any Kirkwood faculty member or administrator. Students may also contact the Dean of Student Development and/or members of Kirkwood's Student Senate for advocacy services.

Perhaps the most important of the student grievance options is the appeals procedure for challenging a final course grade. The Academic Policy and Procedure Committee meets monthly, or more frequently if necessary, to review student grade grievances and other academic issues. The committee includes students as well as faculty and administrators, and its minutes are on file in the office of the Dean of Developmental Education and in the library archives.

Information on employee complaint and grievance procedures is available in the *Employee Handbook* and the Master Agree-

ment (bargaining unit members only). Both documents are available in the library, the departments, and Human Resources office. Any employee can use the procedure defined by EEO/AA for situations in which some form of discrimination may have occurred. Certified/Professional Staff may request a peer advocate to assist them in bringing complaints or grievances to the attention of the administration. Complaints can also be addressed through local, state, and federal agencies such as the Human Rights Commission.

The existence of procedures to address complaints and grievances is a strength. However, a weakness in some cases is limited awareness of policies and procedures. Some students fail to pick up their *Student Handbook*; and there are staff, faculty, and even administrators who may not have an *Employee Handbook* at their fingertips or be sure of where to find one. Because this information is essential to students, staff, and faculty, Human Resources and Student Life are exploring more effective methods of dissemination.

INTEGRITY IN RELATIONSHIPS WITH STUDENTS

Kirkwood strives to maintain the highest level of integrity in working with students, from recruitment to commencement and beyond. Policies, procedures, practices, and programs of the college are dedicated to helping students become acquainted with the college and succeed as lifelong learners.

Recruitment/Admissions Policies and Procedures

Kirkwood has a comprehensive, active, and student-centered recruitment program. Admissions policies and procedures are clearly stated and widely distributed through a number of different channels, including the college catalog (RD5112). Students who experience a formal recruitment or orientation program are well-informed about all aspects of admissions; other students seem less so, perhaps because of lack of initiative to seek out information. As more students take advantage of electronic options for application, registration, and enrollment, the college is rapidly supplementing the human resource base of its traditional intake systems with electronic resources that can be easily used by all students.

Recruiting Athletes/Athletic Programs

The college follows the constitution and bylaws of the Iowa Community College Athletic Conference and the National Junior College Athletic Association (RD6200) in recruiting and monitoring the progress of student athletes. Kirkwood's Athletic Advising Committee consists of the coaches of the college teams, the Director of Athletics, the Dean of Student Development, Diversity Services Coordinator, International Student Advisor, Student Life Coordinator, and a counselor. The purpose of the committee is to provide support to student-athletes through orientation, counseling, and discipline, and to inform them of their responsibilities in academics, eligibility, and conduct.

Ability to Benefit

As required by federal Title IV regulations for financial aid, Kirkwood Community College abides by the Ability to Benefit policy. The college uses the results of the COMPASS or ASSET test as the to determine ability to benefit. Cutoff scores are in the *Advising Handbook* (RD6100). In some situations, other test scores are accepted with approval from the Dean of Developmental Education.

Assessment and Placement

Assessment is an essential element in student success. Kirkwood strives to provide accessible, up-to-date assessment services for both currently enrolled students and for placement of new students into appropriate courses. Prospective students are required to take the COMPASS placement exams in writing, reading, and math. COMPASS is given on a walk-in basis at the Linn Hall test center and at off-campus county and community sites. Once the student completes COMPASS testing, an advisor assists in interpreting the test results. Students are placed into writing courses based on their COMPASS test results and are advised on reading and mathematics placement based on their test results.

The Advising, Testing, and Transfer Center also provides a variety of additional assessments to currently enrolled students. Approximately one-third of all tests given at the test center are course placement tests and most of the remaining two-thirds are academic assessments for currently enrolled students. The test center also administers the College Level Examination Program (CLEP), English as a Second Language (ESL), the Dental Assisting National Board Exams, the Emergency Medical Services Test, tests for students enrolled in Guided Self-Study courses, and course make-up exams. Further information about assessment and placement is in the college's *Advising Handbook* (RD6100).

Advising

A strength of the college is in the number of opportunities for advising and the convenience of accessing them. The current advising system is a combination of information and advice available through the Advising Center (Arts and Sciences), counselors, and individual faculty members (for both academic divisions). Ten sites over a seven-county area exist to serve students' academic advising needs. Therefore, it is important that information is easily available to all persons who support the system and the students. A caring and conscientious staff that is dedicated to students and their academic success is key to the success of the advising system. Advising handbooks are key to dissemination of accurate information (RD6100).

A 1997 survey of first- and second-year Kirkwood students representing all areas of the college (RD6301) documents the positive relationship that exists between students and their staff or faculty advisors. Areas addressed include accuracy, accessibility, trust, support, and reassurance. The results of the survey were a rating of "very good" or "excellent" from 70 to 75 percent of the students who responded for each topic covered.

Though Kirkwood has a good advising system, because of the college's growth the advising system must be continually reviewed and updated to ensure that all students are aware of the services and information available. In particular, as the number of options for registration increase, the advising system must be augmented to continue to provide clear, convenient information and guidance.

Academic Progress

Kirkwood's definition of academic progress can be found in both the college catalog (RD5112A) and *Student Handbook* (RD6102). The policy defines both satisfactory and unsatisfactory progress, identifies the minimum GPA versus graded hours, and explains possible sanctions for students who fail to maintain the appropriate level of progress.

A strength in the college's commitment to students' academic progress is its assumption

of responsibility to inform students promptly of their successful completion of courses and to offer assistance and information to students who are not making satisfactory progress. By mandating that students who do not make satisfactory progress must work with a counselor prior to registering for the next term, the college guarantees that students receive assistance and information on how to improve their academic standing. Another strength is the implementation (1998) of the failure-to-withdraw (FW) grade for students who do not complete a class but do not formally withdraw. The FW helps counselors and advisors differentiate a student who failed to meet coursework requirements from one who stopped attending class.

One concern in this area is that due to the timing of grades and registration, students can sometimes pre-register for one or two terms before the current semester grades are posted. The college is considering the option of mid-term grade reports to alleviate this problem.

Communicating Policies and Procedures/Student Rights and Responsibilities

There are many sources of information regarding college policies and procedures and student rights and responsibilities. Many students rely on personal contact with faculty and staff members for information. Others rely on traditional written sources as well as television and Internet sources. Of these, the *Student Handbook* is the most comprehensive source of information about policies, procedures, rights, and responsibilities.

The *Student Handbook* provides a wealth of information to students, including sections on the Educational Rights and Privacy Act of 1974, the college Discrimination and Sexual Harassment Complaint Process, all appeal procedures, conduct and academic honesty policies, and information about Kirkwood's many student services and opportunities for involvement. It also includes a calendar organizer that is complete with major college events, activities, and important dates in the academic year.

An ongoing concern at the college is lack of student awareness and knowledge of the information in the *Student Handbook*. Unfortunately, distribution of materials does not guarantee that students will read them. Current efforts to reinforce critical information include adding such a unit to the orientation for liberal arts students, putting important information and dates on Target Vision and the Internet, and examining success rates of first-time registrants who enroll in the last two weeks of registration to determine whether late registration (during which students tend to receive less information about the college) affects student success.

An additional student policy, one that is sometimes challenged by parents, is student right to privacy. Student academic records are official and confidential documents protected by the Family Educational Rights and Privacy Act (FERPA) of 1974. In response to questions raised by faculty, administrators, and staff, in spring of 1999 the Enrollment Services staff circulated a memorandum summarizing FERPA and describing issues that may arise for college employees, along with the appropriate responses to frequently asked questions.

Academic Honesty

The *Student Handbook* and course guides outline a policy for academic honesty, which includes statements regarding plagiarism, completing one's own assignments, and Internet use. The *Adjunct Faculty Handbook*

also includes a section on academic honesty so that part-time as well as full-time faculty are aware of and practice college policy.

Student Senate/Clubs and Organizations

Specific information regarding the Student Senate, clubs, and organizations is found in the college catalog and *Student Handbook*. Concerns about limited student participation in student government prompted the restructuring of Student Life programs in 1998, building on a strength of the previous system—clubs and organizations. Those groups were given a more prominent position in the new Student Senate. The *Clubs and Organizations Handbook* is available in the Resource Room (RD6303).

Student Right-to-Know and Campus Security Act

The Campus Security Act requires institutions to publish campus crime statistics. Kirkwood publishes this information in the *Student Handbook* and the *Communiqué* (the student newspaper), and in *Campus Crime Statistics* (RD2301). The college-wide Safety Committee addresses issues related to safety, health, and security. The Dean of Student Development provides advocacy and referral services as appropriate, based upon the type of incident or concern.

Student Input

Kirkwood solicits year-round student input in many ways: student surveys (RD2011A, RD2011B), CATs and other assessments, and questionnaires. Students have participated in focus groups, in strategic planning sessions, and on advisory committees. Students take part in clubs and organizations, student government, produce the newspaper, and conduct radio/TV interviews. Students evaluate instructors, sit on official committees, and become part-time employees. Input is solicited regularly, both formally and informally, as all students have frequent contact with faculty members as well as many staff and administrators.

The college-wide surveys of first- and second-year students, administered every other year since 1995, have provided a useful profile of student opinions on virtually every aspect of college life. The surveys are administered in sufficient numbers, and with enough attention to gaining a representative sample, that the results are meaningful to everyone with a commitment to continuous improvement. It is a strength of the college to provide multiple opportunities for student input and to treat that input seriously.

INTEGRITY IN RELATIONSHIPS WITH EXTERNAL CONSTITUENTS

Public Information

Integrity and effectiveness in communication with the general public is a consistently important and constantly evolving effort at Kirkwood. The college's diverse programs and the achievements of individual students, staff, and faculty are frequently spotlighted in the media and in marketing materials. These activities help to maintain a high profile for the college—its mission, its accomplishments, its vision, and its goals.

Communications from the college to the public are written to reflect the college mission and with the highest concern for accuracy and honesty. Efforts in this area range from showcasing "real students" in college advertisements to clearly listing the curriculum and expectations for various educational programs

in career materials. In June, 1999, the college provided public notice of its forthcoming accreditation visit in newspapers throughout the seven-county area (Appendix F, RD2500).

Articulation Agreements

In helping to solidify a collaborative partnership with external educational units, Kirkwood Community College has articulation and other cooperative agreements with high schools, other community colleges, professional schools, two- and four-year colleges, and the three Iowa Regents universities. All program areas of the college have agreements, including high school articulation, Applied Science and Technologies, Arts and Sciences, and Career Options. Both AA and AS degree programs are articulated with other institutions, as are some AAS degree programs.

Although current transfer information is available in many areas of the college, the Advising, Testing, and Transfer Center serves as the central resource for those planning to transfer or seeking transfer information. A matrix of articulation agreements is maintained in the Advising Center. A major strength is the up-to-date information about course transfer ability contained in the *Advising Handbook*, cited earlier in this chapter. The handbook is compiled by the Advising, Testing, and Transfer staff in cooperation with four-year colleges, universities, and other educational entities, and reviewed annually. As changes occur during the year, these are sent to the faculty and staff.

Although a strength of the college is the number of articulation agreements in place for student benefit, the large number of articulation agreements and staff members who are involved in the process also create a continuing challenge to maintaining current, centralized advising information. The Intranet may be a part of the solution to this problem.

Relationships with Business and Industry

Through formal financial contracts, Kirkwood delivers training to meet the continuing educational needs of workers in industries. Assessment data show continuing high levels of activity with respect to the number of contracts entered and the workers involved. In FY97, Kirkwood entered into 655 contracts with 93 different companies, enrolling 4,785 workers. Gross revenue was $645,457. Training contracts for the Iowa New Jobs Training Program are available in the Business Services office. Workers formally evaluate all training delivered by the college, and evaluations are reviewed by training supervisors to ensure quality.

Each Kirkwood Applied Science and Technology and Career Option program benefits from the input of a business and industry advisory committee. The committees provide information on emerging technology, changing standards, equipment purchases, and curriculum updates.

Relationships with Public Agencies

The Codes of the Board of Trustees of Kirkwood Community College are designed to promote and ensure integrity in the conduct of college activities. The college is governed by a Code of Conduct, a Code of Ethics, and Conflict of Interest provisions. The major principle underlying Board policies is an acknowledgment that the college serves the public interest and has a clear obligation to fulfill its obligations in a manner consistent with that fact. The codes of the Board of Trustees are available in the Resource Room and from the President's office.

Integrity in relationships with other public agencies is customarily maintained through

written agreements, often in the form of grant agreements. The Grant Services office works with project directors and the grants accountant to ensure that grant-funded projects are implemented and administered as proposed in the application. They also provide necessary follow-up to the granting agency.

International Relationships

The college is involved in a multitude of different international relationships. These include international students, international visitors, sister college relationships, study abroad programs, and faculty exchanges. These relationships allow the college to provide many different program opportunities. Each international partnership attempts to address with integrity the needs of the students, the institution, and the community.

International ESL students are provided with a semester-long orientation program during their first semester in Iowa, during which issues such as student rights and responsibilities, sexual harassment, due process, and preparing for winter weather are addressed.

Sister college relationships are one of the ways the institution attempts to internationalize itself. Currently there are four formal sister college agreements through which faculty and student exchanges are facilitated. Integrity in all these relationships is essential, and written Memoranda of Understanding are developed between the participating institutions. They are available in the International Education office, Linn Hall.

Study abroad programs afford community college students the opportunity to experience another culture as part of their academic program. Faculty exchanges range from the formal, with sister and other colleges, to the informal. Opportunities are pursued whenever and wherever they are presented. The most recent are a Conversational English Language Program with the Slovak Technical University, Bratislava, Slovakia and a faculty exchange program with Dalian University in China.

Other External Relationships

Kirkwood currently partners with over 40 businesses and industries in the seven-county area, as well as with over 25 other nonprofit organizations on a local, regional, and national basis. The booklet *Partnerships: Building Opportunity for Community College Students* (RD2104) describes many of these relationships. Purposes of the partnerships are varied. Some provide students with sophisticated facilities and equipment the college would find difficult to afford alone. Others allow us to work collaboratively with other community colleges to provide instructors and institutions special services in focused areas. All partnerships demonstrate the ability to leverage resources and talents to provide a synergistic interaction of educators, students, and technical practicing experts. They give the college and its students access to the most current, state-of-the-art processes and techniques available at industries and at other institutions. They provide partners the ability to reach larger audiences than they could attain independently.

SUMMARY

In a sense, this final chapter on institutional integrity is, in itself, a summary. Its conclusions rest not only on information presented within its pages, but on information presented in each chapter of the self-study report and in the many files of resource documents that have supported the work of our committees. A special role of this chapter, however, was to determine whether Kirkwood

Community College performs its functions with integrity. That determination requires a definition of "integrity," and an interpretation of its meaning in an institutional context.

Dictionary definitions of "integrity" include such phrases as "rigid adherence to a code," "the state of being unimpaired," soundness," and "completeness, unity." Some of those words would apply to Kirkwood, but others could hardly be appropriate in characterizing a comprehensive community college. Certainly "rigid" is not a word that applies, nor (as witnessed by concerns that exist here, as in any college) is "unimpaired." It is also unlikely that any institution of higher learning would ever consider itself truly "complete." But we have shown that we are governed by codes that we take seriously. We have shown that our finances, resources, programs, and processes are sound. And there is a unity of purpose at Kirkwood that has been evident in the work of our Criterion Five committee and the other committees who have studied this college as it exists today. From that evidence, we can reasonably conclude that Kirkwood Community College demonstrates integrity in its practices and relationships.

STRENGTHS, CONCERNS, AND RECOMMENDATIONS

Strengths

1. Kirkwood has a strong system of standing committees that exist to expedite internal communication. Furthermore, the philosophy of decision-making at the front-line level improves the accuracy and timelines of information, which is a benefit not only for the staff involved, but also for the students and citizens served.

2. The audit and accounting practices of the Business Services Department reflect the integrity of the college.

3. The college takes responsibility to inform students of their successful completion of courses or to offer assistance and information to students who are not satisfactorily progressing. The recent adoption of the FW grade is a positive step.

Concerns

1. Hiring practices overall are very good. Further attention is being given to the procedure for hiring part-time employees in order to maintain a balance between fair hiring practices and efficient hiring processes.

2. Complaint and grievance procedures may not be as well known as they should be due to limited awareness of student and employee handbooks—a problem that is currently being addressed and should be ameliorated with the posting of handbook information on the college Website.

3. The college recognizes the need to provide students with accurate and timely information, which can be a challenge for a growing and dynamic institution. Three areas are especially important:

    - The advising system must be continually reviewed and updated to ensure that all students are aware of the services and information available, especially as registration options increase.

- Due to the timing of grades and registration, students can sometimes pre-register for one of two terms before the current semester grades are posted. The college is investigating methods of early warning for students and counselors.

- The large number of articulation agreements and staff members involved creates a continuing challenge to maintaining current, centralized advising information.

Recommendations

1. Kirkwood is pleased to offer a great number of articulation opportunities for students. Communication to staff and faculty of the available articulation agreements, their requirements, and any updates or changes is a challenge. The committee recommends that the Intranet (Inside Kirkwood) be considered as part of the solution for this and other areas where access to updated information is critical.

Summary

Kirkwood • Cedar Rapids Campus • Tree on the Paha

Summary

This 1999 Kirkwood Community College Self-Study has demonstrated that the college satisfies all of the General Institutional Requirements for accreditation and that it fulfills each of the five criteria for re-accreditation.

Criterion One:

Kirkwood Community College has clear and publicly stated goals and purposes that are consistent with its mission and appropriate to an institution of higher education. We have discussed the process through which our mission is reviewed, goals established, purposes shaped and evaluated, and our commitment to excellence manifested. We have cited many ways in which the college gives public prominence to its mission, and throughout this report have shown evidence of internal assessment and external endorsement of our mission and purposes.

Criterion Two:

The college has effectively organized human, financial, physical, and technological resources in order to accomplish its purposes. In chapter one, we described the stability and support of our Board of Trustees; the processes by which we govern, communicate, and evaluate; the policies that guide our actions and operations; the qualifications and development of our personnel; the strengths of our student body; the academic and other services that we offer; and the physical and technological resources that ensure our safe, efficient functioning. In the introductory section on 1989 concerns and in chapter two, we showed that our financial resources are strong and sufficient to support our purposes. Throughout chapter two, references to student and faculty/staff surveys indicate that Kirkwood is committed not just to excellence, but to continuous improvement. Our identification of strengths, concerns, and recommendations demonstrates that we are appreciative of our assets and aware of our challenges.

Criterion Three:

Kirkwood Community College is accomplishing its educational and other purposes, as evidenced in our purpose-by-purpose analysis of Arts and Sciences, Applied Science and Technology, Developmental Education, and Continuing Education. Using the NCA

Handbook's "Guidelines for Distance Education" as a yardstick, we evaluated Kirkwood's extensive Distance Learning program and found it to meet NCA standards. We devoted special attention in chapter three to International Education, which has received much emphasis in the ten years since our last evaluation. Finally, we described how we are implementing (and improving) our assessment plan in general education, career programs, and arts and sciences. Throughout chapter three, we referred to the multiple measures we are using to gain useful information on student learning, from entry through graduation and beyond, and pointed out that assessment at Kirkwood is not limited to traditional, face-to-face credit classes, but extends to alternative delivery and non-credit classes as well. The strengths, concerns, and recommendations at the end of chapter three indicate our understanding that assessment of student learning is an ongoing challenge; although we have made a good beginning, much remains to be done.

Criterion Four:

To the extent that is possible when looking into the future, we provided evidence that Kirkwood Community College can continue to accomplish its purposes and strengthen its educational effectiveness. Chapter four, our "advancement" chapter, examined important data, presented initially in chapters two and three, through the lens of future possibilities. We described a resource base that rests not only on traditional financial pillars, but on new pillars of partnership that position us for the future. We explained a highly responsive, ongoing planning process that is integrated into the normal operations and structures of the college. We revisited our assessment plan in this chapter, concurring with the conclusion reached by our colleagues in the criterion three committee that with some improvements, the plan will work well in providing meaningful, useful information about student learning. Our focus on advancement led us to identify some concerns and make some recommendations based not on our current strengths or concerns, but on anticipation of potential problems. We concluded that the planning processes, resources, and decision-making structures now in place at Kirkwood position the college for solving those problems.

Criterion Five:

We investigated three arenas in which Kirkwood Community College demonstrates integrity in its practices and relationships—integrity within the organization, integrity with students, and integrity with external constituents. We found patterns of ethical conduct, public disclosure, responsible operation, and consistent dedication to the high ideals of the college mission and trust invested in the college. In this chapter and others, we referred to college publications—the student, trustee, and employee handbooks, the college catalog, and brochures—that describe our college, its operations, its policies, and its programs. These documents, and many others that are available in our Resource Room, reflect a consistent and longstanding pattern of integrity at Kirkwood.

Request for Continued Accreditation

Based on the evidence presented in the 1999 Kirkwood Self-Study, the additional evidence presented in our Self-Study Resource Room, and on our confidence that our visiting team will find our self-study to have been thorough and accurate, Kirkwood Community College requests continued accreditation.

Appendices

A: Basic Institutional Data Forms

B: Federal Compliance Statement

C: Kirkwood Mission and Purposes

D: Assessment History

E: Resource Documents/Glossary of Acronyms

F: Public Notice of Accreditation Visit

G: Kirkwood Planning Model

H: Index

Appendix A

BASIC INSTITUTIONAL DATA FORMS

(Edition 7; December 1996)

The attached Basic Institutional Data Forms are designed to provide the evaluation team scheduled to visit your campus with useful statistical information. They should be completed and submitted with your Self-Study Report to the Commission and the evaluation team (see page 77 of ***Handbook of Accreditation, 1994-96***).

Institutions submitting reports for comprehensive evaluations should complete all the Forms; institutions submitting reports for focused evaluations will be asked to complete and submit specific portions of the Basic Institutional Data Forms that are helpful in evaluating the areas of focus. Please contact your Commission staff person if you have any questions concerning these Forms.

- Comparable data may be substituted for that specified in the Forms; provide notes as appropriate.
- If a particular form is not applicable to your institution, please indicate with "N.A."
- SUBMIT COPIES OF THE TWO MOST RECENT FINANCIAL AUDITS. (These revised BIDs no longer contain financial schedules.)
- Information is generally requested for the current academic year (the year your institutional Self-Study Report is to be completed for submission to the Commission) and for the previous two years. To assure the accuracy and currency of data, feel free to establish different reporting periods among the Forms (the enrollment data might reflect the fall of the current academic year while the learning resources data might come from an annual summary of the previous academic year).
- It is imperative that the information reported in these forms agree with the data provided in the Self-Study Report and accompanying documents.

December, 1996.

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Forms

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Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A

ENROLLMENT TRENDS

DEFINITIONS

I. Undergraduate. This classification includes students enrolled in:

A. Bachelor's degree programs.
B. Associate degree programs.
C. Programs leading to one-, two- or three-year certificates or diplomas.
D. Clearly numbered undergraduate courses taken without a specific credential as the goal.

II. Graduate. This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.

III. Professional. This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D.V.M.) Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.

IV. Full-Time. Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.

V. Part-Time. Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.

IF THE INSTITUTION DOES NOT DISTINGUISH BETWEEN FULL-TIME AND PART-TIME STUDENTS, USE PAGE 4 INSTEAD OF PART 3 FOR REPORTING OF FULL-TIME EQUIVALENT STUDENT COUNT. PROVIDE THE FORMULA USED TO DETERMINE THAT COUNT.

VI. Other. Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

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Basic Institutional Data Form A
PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Kirkwood Communtiy College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1996-1997	1997-1998	1998-1999
Freshman - Occupationally oriented (Definition I-A&B)	2,088	2,100	2,070
Freshman - Occupationally oriented (Definition I-C)	1,157	1,231	1,253
Freshman - Undeclared (Definition I-D)			
Sophomore - Degree oriented (Definition I-A & B)	1,592	1,655	1,614
Sophomore - Occupationally oriented (Definition I-C)	890	869	888
Sophomore - Undeclared (Definition I-D)			
Junior			
Senior			
TOTAL UNDERGRADUATE	5,727	5,855	5,825
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	5,727	5,855	5,825
OTHER			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A
PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Kirkwood Communtiy College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1996-1997	1997-1998	1998-1999
Freshman - Occupationally oriented (Definition I-A&B)	2,131	2,353	2,359
Freshman - Occupationally oriented (Definition I-C)	921	1,063	958
Freshman - Undeclared (Definition I-D)			
Sophomore - Degree oriented (Definition I-A & B)	1,255	1,338	1,434
Sophomore - Occupationally oriented (Definition I-C)	560	554	541
Sophomore - Undeclared (Definition I-D)			
Junior			
Senior			
TOTAL UNDERGRADUATE	4,867	5,308	5,292
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	4,867	5,308	5,292
OTHER			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form A
PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Kirkwood Communtiy College

	Two Years Prior	One Year Prior	Current Year
	1996-1997	1997-1998	1998-1999
UNDERGRADUATE - (see definitions I.A thru D)	7,348	7,623	7,587
GRADUATE - (see definition II)			
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)			
TOTAL			

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS
(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Unique Headcounts, UH; and Total Registrations, TR

	Two Years Prior	One Year Prior	Current Year
	1995-1996	1996-1997	1997-1998
TOTAL UNDERGRADUATE			
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS UH Unique Headcount, TR- Total Registration	UH - 38,200 TR - 61,808	UH - 36,660 TR - 59,444	UH - 41,441 TR - 66,845
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	2,670	2,600	2,317 (Change in Calculation)
TOTAL OTHER			
TOTAL			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form B
PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Kirkwood Communtiy College

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? Yes X No ____

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	1995-1996	1996-1997	1997-1998
Number of applicants with complete credentials for admission to the freshman class	6,749	6,716	6,996
Number of applicants accepted			
Number of freshman applicants actually enrolled	3,846	4,001	4,132
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)			
Number of advanced-standing undergraduate applicants accepted			
Number of advanced-standing undergraduate applicants actually enrolled	1,725	1,844	1,883
MASTER'S			
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: Kirkwood Communtiy College

	Two Years Prior	One Year Prior	Current Year
DOCTORAL	1995-1996	1996-1997	1997-1998
Number of applicants with complete credentials for admission to doctoral programs	NAP		
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

		Two Years Prior	One Year Prior	Current Year
PROFESSIONAL	**Report by degrees**	1995-1996	1996-1997	1997-1998
Number of applicants with complete credentials for admission to professional programs		NAP		
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary

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Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: Kirkwood Communtiy College

Specify quarter/semester reported: Fall 1998

Are scores used or routinely collected ? Yes PLEASE SEE ATTACHED SUPPLEMENT.

A. Class ranking of entering freshman	
Percent in top 10% of high school class	
Percent in top 25% of high school class	22
Percent in top 50% of high school class	
Percent in top 75% of high school class	

B. SAT scores for entering freshman	Verbal	Math
Class average SAT score		
Percent scoring above 500		
Percent scoring above 600		
Percent scoring above 700		

C. Mean ACT scores for entering freshman	
Composite	20.5
Mathematics	19.6
English	19.1
Natural Sciences	
Social Studies	

D. Other tests used for admission or placement	
Test name	COMPASS
Mean or Composite	
Range	

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

WE DO NOT HAVE ANY GRADUATE LEVEL PROGRAMS

A. Graduate Record Examination **Range** _____ High _____ Low
(for total Graduate School excluding professional schools)

B. Miller Analogies Test **Range** _____ High _____ Low
(for total Graduate School excluding professional schools)

C. On a separate sheet, indicate other test data used for admission to professional programs.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Edition 7, December 1996

Comparison of Placement Test Scores

for Students New to Kirkwood

Selected Fall Terms

SUPPLEMENT to
Page 9, BIDS

ACT Enhanced		English	Math	Reading	Science Reasoning	Composite
FALL 98	AVERAGES	18.96	19.53	19.86	20.51	19.85
	COUNTS	1,613	1,613	1,614	1,613	1,609
FALL 95	AVERAGES	19.17	19.01	19.84	20.33	19.72
	COUNTS	1,502	1,500	1,499	1,498	1,490
FALL 90	AVERAGES	18.87	17.96	19.36	19.57	18.98
	COUNTS	408	408	406	401	402

ACT (Old Version)		English	Math	Social Science	Natural Science	Composite
FALL 98	AVERAGES	18.40	15.75	15.96	20.95	17.82
	COUNTS	50	50	50	50	50
FALL 95	AVERAGES	17.09	15.13	15.54	20.40	17.14
	COUNTS	105	104	104	104	104
FALL 90	AVERAGES	17.04	16.07	15.68	20.13	17.32
	COUNTS	866	866	867	864	861

ASSET B		Writing	Reading	Numerical	Elementary Algebra	Intermediate Algebra
FALL 98	AVERAGES	40.9	41.3	38.4	35.5	34.4
	COUNTS	442	436	347	207	78
FALL 95	AVERAGES	41.8	41.8	39.2	36.1	37.1
	COUNTS	2,036	2,011	1,778	1,381	344
FALL 90	AVERAGES	41.7	42.2	39.6	33.1	34.2
	COUNTS	1,226	943	672	118	791

COMPASS	C_WRITNG	C_READ	C_RDBKGD	C_ALG	C_COLALG	C_TRIG	C_GEOM
Averages	59	75	47	40	42	49	76
Counts	1,392	1,399	1,795	669	207	48	39

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Basic Institutional Data Form B

Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for last full fiscal year)

Name of institution/campus reported: Kirkwood Communtiy College

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	$5,770,188	4,144
	Loans	$15,199,542	7,329
	Employment	$90,812	220
STATE	Grants and Scholarships	$767,601	1,663
	Loans		
INSTITUTIONAL	Grants and Scholarships	$1,025,258	1,334
	Loans		
	Employment		
FROM OTHER SOURCES	Grants and Scholarships	$313,984	830
	Loans		
Unduplicated number of undergraduate students aided			5,630
Number of students receiving institutional athletic assistance			72
Percentage of institutional aid for athletic assistance			4.9%

$49,875 / $1,025,258 = 4.9%

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships		
	Loans		
	Employment		
STATE	Grants and Scholarships		
	Loans		
INSTITUTIONAL	Grants and Scholarships		
	Loans		
	Employment		
FROM OTHER SOURCES	Grants and Scholarships		
	Loans		
Unduplicated number of undergraduate students aided			

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Kirkwood Communtiy College

Specify quarter/semester reported: Fall 1998

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor	63	36	97	1	1				0	39	60	
Associate Professor	23	17	37	2	1				1	25	14	
Assistant Professor	14	14	25	1	1	1			1	20	1	
Instructor	16	23	38		1				15	23	1	
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank (Librarians & HS Completion)	3	10	13						4	4	5	
Number of instructional staff added for current academic year	2	14	13	0	1	0	0	0	7	9	0	0
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	4	4	7	0	1	0	0	0	0	4	4	0

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Basic Institutional Data Form C
Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Kirkwood Communtiy College

Specify quarter/semester reported: Fall 1998

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor	6	6	28	44	2	13
Associate Professor	3	3	5	22		7
Assistant Professor	1	2	3	16		6
Instructor	1	7	7	19		5
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank			3	10		
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor	$49,930	$67,999	$35,522
Associate Professor	$40,394	$53,084	$34,320
Assistant Professor	$36,205	$56,867	$30,725
Instructor	$34,435	$45,881	$31,428
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	$36,802	$48,231	$27,191

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Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Kirkwood Communtiy College

Specify quarter/semester reported: Fall 1998

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor												
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank	182	188	261	2	7	4	2	94	88	205	71	6
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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Basic Institutional Data Form C
Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Kirkwood Communtiy College

Specify quarter/semester reported: Fall 1998

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	Associate	Bachelor's	Master's	Specialist	Doctoral
Professor						
Associate Professor						
Assistant Professor						
Instructor						
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank	22	26	93	170	5	54
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	Low
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank	$564 per Credit Hour		

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Kirkwood Community College

Do you have specialized libraries not included in this data. Yes ___ No X If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1995-1996	1996-1997	1997-1998
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	35,543	33,439	29,193 See attachment
Total circulation to students	21,782	21,137	17,669
Per capita student use (circulation to students divided by the number of enrolled students)	2.2	2.0	1.6
Total circulation to faculty	3,045	3,866	3,445
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	5.5	6.8	5.9
Total circulation to Community Users	647	531	244
Number of items borrowed from other libraries via interlibrary loan	565	802	606
Number of items lent to other libraries via interlibrary loan	927	705	832
Hours open per week	78	78	78
On-line electronic database searches (usually mediated by library staff)	NA	NA	NA
Total Library staff presentations to groups/classes	204	238	183
Tours and one-time presentations	NA	NA	NA
Hands-on instruction for using electronic databases	NA	NA	NA
Hands-on instruction for Internet searching	NA	NA	NA
Semester-length bibliographical instruction	0	1	5
B. COLLECTIONS			
Total number of different titles in collection	55,152	56,343	58,149
Books and other printed materials	NA	48,241	50,502
Print serials/periodicals	NA	586	536
Electronic serials/periodicals	0	0	0
Other electronic materials (except serials/periodicals)	3	6	6
Microforms	NA	147	146

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Kirkwood Communtiy College

	Two Years Prior	One Year Prior	Current Year
	1995-1996	1996-1997	1997-1998
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	NA	3,012	2,880
Government documents not reported elsewhere	0	0	0
Computer software	5	14	24
Number of subscribed/purchased electronic on-line databases	2	3	3
Number of CD-ROM databases available for searches by students	6	3	4
Number of subscriptions to scholarly journals	NA	NA	NA
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	7.08	7.08	7.08
Number of FTE non-professional staff	9.02	9.02	9.02
Number of FTE student staff	NA	NA	2.27
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	.04	.04	.04
Number of publicly accessible computers	30	36	38
Estimated linear shelving space remaining for expansion	NA	NA	228
Estimated linear feet of materials stored off-site	114	114	114
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	$273,303	$293,083	$260,268
Total non-professional staff salaries	$139,950	$145,004	$167,619
Total student staff salaries	NA	NA	$28,250
For collection			
Books/other printed materials	$55,926	$55,766	$59,947
Print serials/periodicals	$27,351	$32,942	$28,105
Microfilms	$6,861	$6,243	$5,899
Non-print materials (e.g., films, tapes, CDs)	$1,604	$1,218	$1,290
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Kirkwood Communtiy College

	Two Years Prior	One Year Prior	Current Year
	1995-1996	1996-1997	1997-1998
E. EXPENDITURES (Continued)			
Access and other services	$603	$442	$113
Interlibrary loan	$3,788	$3,051	$3,727
On-line database searches	$12,248	$10,106	$8,504
Network membership	$600	$500	$355
Binding, preservation, and restoration	$540	$545	$2,419
Production of materials (on- or off-site)	0	0	0
Other equipment and furniture purchase/replacement	0	0	$1,213
Other operating expenses (excluding capital outlay)	$25,996	$23,982	$13,486
Total library expenses	$518,512	$534,765	$512,776

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?	X	
Does the library attempt to measure/record user satisfaction?	X	
Does the library attempt to measure/record in-library use of other resources?	X	
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

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Basic Institutional Data Form E - Continued

C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar							
College Catalog	X	X	X	X	X	X	X
Class Schedule	X	X	X	X	X	X	X
Financial Aid	X	X	X	X	X	X	X
On-line registration	X	X	X	X	X	X	X
Student Academic Record	Limited	X	X	X		X	X

E-mail: Intra-institution? ___ Yes ___ Inter-institution? ___ Yes ___

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?		X
If YES, is access available to the state-wide or region-wide library system?		X
If YES, is access available to other libraries?		X
Library access available from all classrooms?	X	
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?	X	
If YES, is off-campus access available by the academic network?	X	
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?		
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution? Yes Inter-institution? Yes

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Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year

Name of institution/site reported: Kirkwood Communtiy College

WorldWideWeb (WWW) URL address: www.kirkwood.cc.ia.us

A. ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	YES	NO
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?		X
Designated administrator(s) for Academic computing?		X
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan? (They're in Tech Plan)	X	X
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?		X
Institutional policies that include administrative computing issues?		X
Institutional policies that include academic computing issues?		X
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?		NAP

Number of non-networked computer labs 0 Total number of stations

(All labs that have requested links to college network are networked, some have requested to stand alone.)

Number of networked labs 43 Total number of stations 2,400

Type of access?

Wired through network X Wired Ports _____ Remote dial-up access _____

Personal computers X Internet X Slip/ppp connection to WWW _____

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Basic Institutional Data Form E - Continued

E. SUPPORT and TRAINING

Number of FTE internet staff 3.5
Number of FTE technical staff? 10 Number of programmers? 9
Number of FTE training staff? 2.5 Integrated with Human Resources unit (Y/N) NO
Name and Title of designated educational specialist? Dixie Mercer, Software Trainer/Instructor

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: $1,257,778

Total Annual Administrative Outlay, Operating Funds: $ 862,171

Capital funds available: Academic $ 600,000

Capital funds available: Administrative

Amount of grants/restricted purpose funds available:

Technology fee assessed? (Y/N) NO
If YES, amount per academic year?

G. EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?	X	
Formal system of evaluation by students of administrative computing?		X
Formal system of evaluation by faculty of academic computing?	X	
Formal system of evaluation by faculty of administrative computing?	X	
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	X	
Results of evaluation linked to institutional planning and budgeting processes?	X	

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Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: Kirkwood Communtiy College

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		19 ___ - ___	19 ___ - ___	19 ___ - ___
PLEASE SEE SUPPLEMENTAL ATTACHEMENT				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1996

Supplement to Basic Institutional Data Form F

CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS

MAJOR MAJ_NAME	1995 -1996					1996 - 1997					1997 - 1998				
	Certificates	Diplomas	A A	A S	A A S	Certificates	Diplomas	A A	A S	A A S	Certificates	Diplomas	A A	A S	A A S
48000 LIBERAL ARTS			340	20				368	19	1			331	16	
08310 ART			1					8					5		
10050 MUSIC			1										3		
10220 THEATER								1							
05020 ACCOUNTING - CAREER OPTION			1	7				1	2					5	
05040 BANKING AND FINANCE- CAR OPT			1	2				1	6					6	
05060 BUSINESS ADMINISTRATION			56	1				60	1				52		
05061 BUSINESS ADMINISTRATION - LI			1												
05310 MARKETING			2	11				1	15				4	11	
33030 INTERNATIONAL BUSINESS			1			1		4	1				5		
33250 LOGISTICS MANAGEMENT															
33271 INSURANCE, LI															
01180 AGRICULTURE TRANSFER			1	2				1	1					1	
05062 ADVANCE								1					2		
13550 EARLY CHILDHOOD EDUCATION		7	8	11			6	7	6			8	12	2	
32030 LEGAL ASSISTANT			36	4				41	3				38	2	
38130 DISABILITIES SERVICES CAREERS		1	7	2			5	8	2			1	5	1	
43310 EDUCATION			35	1				41					55		
44020 HUMAN SERVICES			16	3				17	2				22	4	
44030 SIGN LANGUAGE INTERP TRNG PROG								1					3	10	
45330 LAW ENFORCEMENT	5		18	7		1		25	9		2		19	2	
45350 COMMUNITY CORRECTIONS	3		9	4		1		14	1		3		12		
47770 COMMUNICATIONS MEDIA/PR			13	1				14	1				10	1	
38131 JOB COACH	11					4					5				
38132 EMPLOYMENT CONSULTANT	2														
57570 ENGLISH AS A SECOND LANGUAGE			1					1					1		
01240 FISHERIES AND WILDLIFE BIOLOGY			1												
01250 BIOLOGY			1					2	1					4	
08350 PHYSICAL EDUCATION			1					2							
09000 PRE-ENGINEERING			4	7				1	6					5	
12030 NURSING (BSN)			3	5				1	2				2	1	
12820 PRE-DENTISTRY								1							
12830 PRE-MEDICINE			1	1				4					1	2	
12840 PRE-PHARMACY			3	1					1						
12850 PRE-VETERINARY MEDICINE														1	
12860 PRE-CHIROPRACTIC														2	
36250 PRE-PHYSICAL THERAPY			3	2				5					1		
45260 COMPUTER SCIENCE			6	3				3	1				3	5	
45920 BIOTECHNOLOGY															
47560 FIRE SCIENCE	10		1	3		13		1	3		5			7	
65000 ECONOMIC DEVELOPMENT															
43351 OFFICE ADMIN-ADM ASST-IC			1							3		1			5

BEST COPY AVAILABLE

Supplement to Basic Institutional Data Form F

CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS

MAJOR	MAJ_NAME	1995 -1996					1996 - 1997					1997 - 1998				
		Certificates	Diplomas	A A	A S	A A S	Certificates	Diplomas	A A	A S	A A S	Certificates	Diplomas	A A	A S	A A S
32073	CAREER EDUCATION - JONES															
32074	CAREER EDUCATION - WASHINGTON															
32077	CAREER EDUCATION - IOWA															
32078	CAREER EDUCATION - BENTON															
32079	CAREER EDUCATION - CEDAR															
32070	MANAGEMENT DEVELOPMENT	8	3	9		15	1	6	1		19	2	7	2		21
33270	INSURANCE														2	
32082	SMALL BUSINESS	1					2					3				
32083	HUMAN RESOURCES	3					3					3				
33190	FOOD STORE MANAGEMENT		1			2		1			1					
33191	FOOD STORE MARKETING					1		3								
33210	RETAIL MARKETING		4			1		3					3			
33220	MARKETING MANAGEMENT				1	13					11			1		8
33230	MARKETING MANAGEMENT-ADV STNDG															
33240	INTERIOR DESIGN					17					17					13
33400	APPAREL MERCHANDISING		1	1				2			1		2			3
36480	DIETETIC TECHNICIAN															1
43030	ACCOUNTING ASSOCIATE					27					32			1		23
43040	JUNIOR ACCOUNTING		2					6					2			
43041	BOOKKEEPING															
43120	COMPUTER OPERATIONS		8					17					12			
43121	MICROCOMPUTER SPECIALIST	5					1		1			8				
43160	COMPUTER PROGRAMMING					21					30			2		34
43161	LAN MANAGEMENT	1					4					22				
43190	OFFICE ADMINISTRATION CLERICAL		1													
43191	OFFICE CLERK	1														
43350	OFFICE ADMIN-ADMIN ASST					19					23					21
43360	OFFICE ADMIN-OFFICE ASSISTANT		16					8			1		15			
43370	OFFICE ADMINISTRATION-MEDICAL		3					2					3			
43380	OFFICE ADMINISTRATION-LEGAL		12					8					2			
43531	WORD PROCESSING															
43533	INFORMATION SYSTEMS MANAGEMENT					2					4					10
43750	OFFICE ADMIN-MED TRANSCRIPTION					5					5					10
45281	RESTAURANT MANAGEMENT					4					6					9
45282	CULINARY ARTS					3					11					16
45283	BAKERY						3					7				
46950	FOOD SERVICE TRAINING		2					1					2			1
50011	INTERDEPART. CAREER STUDIES					2					4					2
01150	PARKS AND NATURAL RESOURCES					20					25					13
30020	AGRICULTURE PRODUCTION MGMT					34					19					29
30070	HORSE SCIENCE TECHNOLOGY		1			6					5					6
30072	HORSE SHOWING						1									

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Supplement to Basic Institutional Data Form F

CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS

MAJOR MAJ_NAME	1995 -1996					1996 - 1997					1997 - 1998				
	Certificates	Diplomas	A A	A S	A A S	Certificates	Diplomas	A A	A S	A A S	Certificates	Diplomas	A A	A S	A A S
30120 SMALL ANIMAL SERVICES		7					5					18			
30121 PET GROOMING	6					4					7				
30210 AGRI-MARKETING TECHNOLOGIES					19					28					19
30330 FLORICULTURE		20					21					16			
30350 LANDSCAPE/NSRY, GARDEN CTR MGT					15					16					19
30360 GROUNDS AND TURF MANAGEMENT		4			7			1		15		1			10
30580 AG MARKETING TECH-INT'L ED					17					17					16
37210 VETERINARY TECHNICIAN					10					14					9
36030 DENTAL ASSISTING		20			1		22					28			3
36060 DENTAL ASSISTING ASSOC. DEGREE					4					4					
36080 DENTAL LABORATORY TECHNOLOGY					8			1		1					4
36130 NURSING ASSOCIATE DEGREE					147					96					90
36132 NURSING ASSOCIATE DEGREE - PT								1							
36140 PRACTICAL NURSING		104					67					56			
36180 SURGICAL TECHNOLOGY															4
36181 SURGICAL TECHNOLOGY-DIPLOMA												14		1	
36240 OCCUPATIONAL THERAPY ASSIST					22					31					25
36260 MEDICAL ASSISTING ASSOC DEGREE					1							1			5
36261 CAREER EDUCATION - HEALTH															
36380 RESPIRATORY THERAPIST			1		15					16				1	11
36390 MEDICAL ASSISTING		31	1		1		36	1		2		19			1
36391 MEDICAL ASSISTING - PART-TIME								1							
36430 EMT-BASIC															
36470 PARAMEDIC								1							5
36530 ELECTRONEURODIAGNOSTIC TECH										5					
37490 PHYSICAL THERAPIST ASSISTANT			1	1	22					15					14
43520 HEALTH INFORMATION MANAGEMENT			1		11					8					15
71110 HS HEALTH ARTICULATION															
30410 DIESEL POWER TECHNOLOGY					10					14					10
37010 INDUSTRIAL HEALTH & SAFETY															5
45080 WATER & WASTEWATER TREATMENT		16					1								
45130 ELECTRONIC ENGINEERING TECH					15					16					21
45133 EVE. ELECT. ENG. TECH.															
45160 INDUSTRIAL MAINTENANCE TECH					7					21					18
45210 CAD/MECHANICAL ENG. TECHNOLOGY					5					11					9
45300 FIRE SCIENCE									1						
45450 INDUSTRIAL PROCESS CONTROL TEC					9					2					
45530 ARCHITECTURAL TECHNOLOGY					7			1		13		4		1	12
45531 EVENING ARCHITECTURAL TECH															
46080 AUTOMOTIVE COLLISION REPAIR		11					10					17			
46362 AUTO MECHANICS TECHNOLOGY					10					15					13
46380 MASONRY CONSTRUCTION												11			

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Supplement to Basic Institutional Data Form F

CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS

MAJOR	MAJ_NAME	1995 -1996					1996 - 1997					1997 - 1998				
		Certificates	Diplomas	A A	A S	A A S	Certificates	Diplomas	A A	A S	A A S	Certificates	Diplomas	A A	A S	A A S
46560	COMMUNICATION ELECTRONICS TECH					18					7					6
46640	PRINTING COMMUNICATIONS TECH		21					16					4			
46730	MACHINIST		2													
46731	EVENING MACHINIST															
46733	CNC MACHINING TECHNOLOGY		3			8		2			11		2			7
46770	WELDING	1														
46778	EVENING WELDING															
46930	GRAPHIC COMMUNICATION TECH															
46931	EVENING GRAPHIC COMMUNICATION															
47000	MOTORCYCLE,MARINE,SM. ENG. R	1	2					11					13			
48050	CONSTRUCTION TECHNOLOGY					15					16					13
48052	CONST MATERIALS SUPPLIER												1			
48053	CONSTRUCTION ESTIMATOR						7					2				
48054	CONSTRUCTION MANAGEMENT									1						1
48055	EVENING CONSTRUCTION TECH															
51510	WATER ENVIRONMENTAL TECHNOLOGY					9		12			7		2			4

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North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: Kirkwood Community College

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: National Junior College Athletic Association

FOR MOST RECENT ACADEMIC YEAR												
NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE) Estimates (No full-time)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	19 -	19 -
Baseball	30		18		$578		2		1			$29,127
Basketball	17	16	12	12	$953	$994	3	9	1	1		$65,617
Golf	12		4		$413			4	¼			$7,067
Softball		17		12		$552		8	1			$17,186
Volleyball		12		12		$704		5	1			$26,235

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary. Edition 7, December 1998

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Appendix B

Federal Compliance Statement

I. C. 9 Credits, Program Length, and Tuition.

College credit courses.
Kirkwood Community College uses semester credit hours as the basic measure of all credit learning experiences. Tuition differences exist only for students who have established residency within the State of Iowa and those students who are not residents. A private lesson fee for applied music lessons is the only additional fee, and it is clearly referenced in the Applied Music section of the course schedule book. Current tuition costs per credit hour are printed in the front of the course schedule book adjacent to the information required to register for courses. The course schedule book is printed twice per academic year, once each during the Fall and Spring semester. Program lengths for certificate, diploma, and associate degree academic programs follow the requirements of the State of Iowa Department of Education.

Additional information regarding credit tuition and related program costs, including books, equipment and supplies, are available to all Applied Science students through cost reference texts. Cost reference texts provide prospective students with the most recent expenses for completing an Applied Science academic program. Current cost reference texts are located in the office of the Associate Vice President of Instruction and in the office of each Applied Science Dean.

Continuing Education Courses.
Courses taught in community education, continuing education, contract education, and all other non-credit education are based on contact hours. Equivalency between these educational experiences and credit learning experiences is determined by a comparison of proficiency in stated credit course competencies. Tuition for non-credit offerings varies depending upon the subject, supplies required, and other cost factors directly related to delivery of instruction. Tuition costs for non-credit offerings are stated in publications where such deliveries are offered or in contract documents between Kirkwood and the entity to which training is provided. Program lengths vary, but are based on the time required to deliver instruction in the subject area.

I. A. 5 Institutional Compliance with the Higher Education Reauthorization Act.

Kirkwood Community College participates in the following Title IV Programs:

Federal Pell grant
Federal SEOG grant
Federal College Workstudy

Federal Perkins Loan
Federal Direct Stafford Loan

Kirkwood was reviewed by the Department of Education in a Program Review in February 1995, and has made all necessary changes required by the final program review determination dated February 28, 1997. The Program Review Findings and Determination are on file (RD3402).

Kirkwood was re-certified for participation in all programs in the most recent Program Participation Agreement dated July 1997. The agreement covers the period through March 31, 2001. This agreement is located in the Resource Room (RD3403).

Kirkwood's most recent cohort default rate in the FFELP/Direct loan program is 10.8%, down .4% from the previous year. Kirkwood is not required by the Department of Education to initiate any default reduction plans. Default rates for the past four years are available in the resource room (RD3404) with additional default information regarding Perkins recipients also available in the most recent FISAP's (RD3405).

IV. B. 2 Institution's Advertising and Recruitment Materials.

The 1999-2001 college catalog (RD5112A), page 6, and the online college catalog, http://www.kirkwood.cc.ia.us:80/catalog (RD5112B), refer to Kirkwood's affiliation with the North Central Association. In this catalog, the address and phone number of the commission is included with the reference. Previous catalogs for the years 1988-89, 1990-92, 1992-94, and 1994-96 and 1997-99 included statements of affiliation with North Central Association but did not list the address and phone number of the commission.

III. A. 1 Professional Accreditation.

Specialized accreditation with a single agency.
Kirkwood Community College is accredited as an institution of higher education by the North Central Association (RD1112). No other single agency provides accreditation to the institution covering one-third or more of the institution's offerings and/or students.

Accreditation by another institutional accrediting body.
No other accrediting body grants accreditation to Kirkwood. The State of Iowa, which grants approval but not accreditation, has granted approval to Kirkwood.

Appendix C

Institutional Purpose Statements

Arts and Sciences

The Arts and Sciences departments explore the human experience—its nature, accomplishments, and failures—as well as the universe in which this experience occurs to provide an environment where students:

1. complete courses for an associate degree, for transfer to another college or university, for employment preparation, and for self-fulfillment;

2. practice various ways of thinking, knowing, and reasoning by examining the human experience, the world, and the universe through the sciences, the humanities, and the arts;

3. acquire an introduction to the traditional core disciplines and exercise curriculum options which encourage integration and connections across disciplines;

4. develop the knowledge and skills necessary to exercise the rights and responsibilities of citizenship in local, national, and world communities.

Applied Science and Technology

The Applied Science and Technology departments, in collaboration with business and industry, offer programs with a holistic, lifelong perspective of the workplace and provide an environment in which the students will have an opportunity to:

1. obtain an education necessary to secure entry-level employment, maintain or increase competency in their chosen fields, or prepare for career changes;

2. develop career competence in technical areas, academic skills, thinking and reasoning abilities, quality of work-life skills, job-seeking skills, and management skills;

3. exercise curriculum opportunities for credit for prior learning and successfully articulate competencies among educational institutions;

4. complete programs of study leading to certificates, diplomas, and degrees designed for career preparation.

Developmental Education

Developmental Education provides diagnostic testing, preparatory and supplemental instruction, and support that enable students to:

1. develop educational and/or employment plans;

2. implement their educational/employment plans, successfully complete their academic requirements, and achieve their goals.

Distance Education

The Distance Education program, in collaboration with Arts and Sciences, Applied Science and Technology, and Developmental Education:

1. offers courses consistent with the academic purposes and indicators of the Arts and Sciences, Applied Sciences and Technology, and Development Education;

2. increases accessibility of educational programs.

Educational Support Services

Educational Support Services unifies the educational experience by linking instructors, staff, and students; enriching the educational experience; and providing a foundation for student success.

1. The Advising, Testing, and Transfer Center assists students with making appropriate course selections and obtaining accurate and timely information about program requirements and transfer institutions.

2. The Bookstore provides convenient access for the purchase of books and supplies related to programs and operation of the college.

3. The Child Care Center enables student parents to participate in college offerings, serves as a laboratory setting for early childhood education students, and provides quality experiences for the children enrolled.

4. Enrollment Services facilitates the processes related to student enrollment by providing accessible and convenient services and confidential, timely and accurate information.

5. Financial Aid supports students in the pursuit of their educational goals by providing information regarding potential sources of financial assistance and providing timely guidance in the application process to secure awards, loans, and scholarships.

6. The Library facilitates student success by providing information resources and by teaching information-seeking skills for self-directed research and life-long learning.

7. Student Life promotes the development of student leadership skills and the sense of belonging to the college community, broadens cultural experiences, and provides extracurricular activities.

8. Student Development supports students and the community in the areas of career planning; personal development; and educational planning and implementation through counseling, assessment, and self-improvement activities.

9. Video and Media Services provides appropriate media resources to support staff, students, and instructors in helping to facilitate, extend, add depth, and provide direction in building a foundation for success.

Outreach Services

1. Marketing and Admissions Services provides professional communications services intended to encourage participation in college offerings and to enhance local public support.

2. The Heritage Area Agency on Aging promotes and advocates for the dignity, self-determination, well-being, and contributions of older persons as individuals and within the context of their families and communities.

3. Resource Development builds relationships; identifies and cultivates fund-raising opportunities; and acquires resources that respond to the critical needs of the students, staff, and the community.

4. Off-Campus centers extend the college mission to the seven-county area by linking local community needs to college resources.

5. Adult basic education and high school completion programs raise the level of education of individuals to promote self-sufficiency, to improve employability, to prepare for continued learning, and to meet adult responsibilities.

6. KCCK-FM offers jazz and other music and information in a freely accessible manner, providing a clear college presence and service in the community.

7. International Education declares and affirms to North American and international students, faculty, staff, and the community the need to be prepared for work and life experiences in a global environment.

8. Telecommunications provides access to educational programs for the populations we serve.

Administrative Services
Administrative Services supports the functions of the college by:

1. Human Resources provides services in all areas of employment ensuring compliance with the legal requirements related to personnel, and promotes personal and professional activities to enrich the quality of work life for all employees.

2. The President's Office and the Board of Trustees provide leadership and direction by establishing and implementing policies consistent with the college mission and by building positive relationships within the communities in which we work.

3. Computer Information Systems provides and supports the implementation of computer technologies to maximize college resources for academic and administrative needs.

4. Business Services provides financial services to ensure fiscal stability, to accurately report the college's financial operations, and to assist in meeting the needs of students and staff.

5. Plant Services creates and maintains a safe, healthy and attractive environment while preserving the college facilities.

Continuing Education

The Continuing Education division serves as a resource for community growth and development by fulfilling specialized business and community education needs, and in doing so:

1. provides lifelong enrichment and learning, improved basic skills, upgraded occupational and professional skills, and promotes recreational and leisure time activities;

2. prepares and assists business and industry in becoming more productive, competitive, quality conscious, and profitable;

3. ensures small businesses and entrepreneurs success in the start-up of their businesses;

4. assists industry with the integration of appropriate technologies and processes to improve competitiveness and modernization.

Appendix D

History of Assessment at Kirkwood, 1992-1999

1992-93 The Kirkwood mission was reviewed; college goals were established with wide input from all areas; all areas established purposes and indicators.

1993-94 The Kirkwood Board of Trustees identified themes and values in support of the 1992-93 mission review process. The Academic Assessment Committee began development of Kirkwood's Assessment Plan; the Institutional Measurement Committee took responsibility for institutional data collection. The Classroom Assessment Techniques Project was piloted.

1994-95 The Institutional Measurement Committee developed student and faculty/staff surveys. The NCA approved Kirkwood's Assessment Plan; the Advancement Team formed to articulate a shared vision; all departments identified needs, priorities, and projected costs for the next five to ten years (RD2001D). The Classroom Assessment Techniques Project became a full-blown faculty initiative, and academic assessment activities were reported and included in the President's Report (RD2001D).

1995-96 Community retreats were held throughout Kirkwood's seven-county area to confirm the mission and gain community perspective on goals and purposes. The Assessment Plan was updated to accommodate new state guidelines for program evaluation. The Classroom Assessment Techniques Project attracted increasing numbers of adjunct as well as full-time faculty, and academic assessment reporting continued. The State of Iowa adopted new guidelines for career program evaluation and a Kirkwood plan was submitted and approved.

1996-97 The Academic Assessment Committee disbanded in favor of two committees charged with responsibility for Career Program Assessment and General Education Assessment; a "pancake day" presentation at the beginning of the fall semester acquainted all faculty and administrators with the new structure. The Interdisciplinary Steering Committee began overseeing assessment. Administrators adopted 13 statements of commitment that would later become the basis for administrative evaluations. The Advancement Team and administration confirmed the college's goals, reflected on new issues, and added statements of recommitment (enhanced goals). The Career Program Assessment team implemented program reviews for about one-third of all Kirkwood programs. The General Education Assessment Committee refined the general education goals and objectives. The Classroom Assessment Techniques Project continued. The President's Report (RD2001G) included reports from the General Education and Career Program teams, as well as academic assessment reports. The Process Learning project, begun with external leaders and workshops, took on a Kirkwood identity that increasingly valued assessment as a key to learning.

An additional one-third of all career programs conducted program review and evaluations. New survey forms were adopted to support the process. The General Education Assessment Committee conducted a general education curriculum inventory and a student survey to learn more about where general education objectives were being taught and the degree to which students perceived that they had learned them; the team also piloted several course-embedded assessments and reviewed them using newly-designed rubrics. Community Education began a new evaluation system for its courses. The Classroom Assessment Techniques Project and Process Learning continued to engage faculty in classroom assessment activities, including the development of rubrics. The Advancement Team provided an opportunity for all departments to envision infrastructure and space needs for the next five to ten years. Self-study committees began collecting and using assessment data for a comprehensive review of the institution to prepare for the NCA and Iowa accreditation visits in 1999, and The President's Vision Statement and administrative belief statements were reviewed across the college. "Assessing the Assessment" meetings were held in the Instruction Branch and the Interdisciplinary Steering Committee, resulting in the conclusion that a college-wide assessment update was needed.

1998-99 Following the President's address to the college on "pancake day," faculty were updated on the progress of various assessment initiatives and of the self-study process. Barbara Walvoord, a national assessment expert from the University of Notre Dame, led a fall workshop in which she described a simple and practical assessment process for classroom teachers. The General Education Assessment Committee, after analyzing the results of the curriculum inventory of college courses in the Spring 1998 semester, determined that a revision of that inventory was needed, and conducted the revision. An additional one-third of all career programs conducted program review and evaluations. The Classroom Assessment Techniques Project continued to engage faculty in classroom assessment activities. The Process Learning Project was redesigned into the new Teaching Circles project, a faculty initiative to engage faculty across the college in innovative pedagogy and assessment of student learning.

Results of Assessment Activities, 1992-1998

Following are some of the results of the various assessment activities conducted over the past six years:

- 132 faculty have participated in the Classroom Assessment Techniques Project, including 49 adjuncts.
- 128 faculty have reported academic assessment activities.
- 84% of the faculty who have done academic assessment projects reported that they provided useful information.

- 95% of that group reported that the changes made as a result of assessment have had a positive effect on teaching and learning.
- 4,000+ students provided feedback about the college on the 1995 and 1997 student surveys.
- 1,000+ college employees provided feedback on the 1995 and 1997 faculty/staff surveys.
- An inventory of courses that include general education objectives provided documentation of Kirkwood's across-the-curriculum philosophy of general education.
- Two-thirds of all career programs have gone through the first round of the new career program assessment process.
- Rubrics developed in 1998-99 have potential value for both institutional assessment and classroom application.
- A national leader in assessment, Barbara Walvoord of the University of Notre Dame, visited Kirkwood to help faculty integrate assessment of student learning into their classrooms.

Appendix E

Resource Room/Library Archives
Kirkwood Community College Library
July 4, 1999

1000	Board, Administration, and Planning, 1990-present
2000	Institutional Reports, 1990-present
3000	Financial Resources
4000	Physical Resources
5000	Instruction
6000	Students and Student Services
7000	Continuing Education and Community Services
8000	Information Services
9000	Human Resources and Staff Development
10000	Self-Study/NCA Resources
11000	Archival Documents pre-1990 **[Do Not Check Out]**

NOTE: Within each category:
< 100 were filed fall 1997 (1001, 2002, etc.)
100+ being filed spring 1998 (1100, 8102, etc.)
200+ will be filed summer 1998 (1200; 6200, etc.)
300+ will be filed fall 1998
400+ will be filed spring 1999
500+ will be filed summer 1999
600+ will be filed fall 1999

1000 Board, Administration, and Planning, 1989-present

Archives	Board of Trustees Meeting Minutes
1001	Kirkwood Community College: Priorities, 1989-1992
1003	Themes/Values Statements; Kirkwood Board of Trustees, 1994
1004	"Kirkwood Tomorrow" Statements, Advancement Team, 1996
1005	Building Communities: A Vision for a New Century

1100	20 1/4 cent levy; 1979, 1988, 1994; 1998
1100A	20 1/4 Cent Levy Priorities; To: Advancement Team; From: Norm Nielsen; 05/03/98
1102A	1992 Summary of Legislation; Iowa General Assembly; Iowa Legislative Service Bureau
1102B	1993 Summary of Legislation; Iowa General Assembly; Iowa Legislative Service Bureau
1102C	1994 Summary of Legislation; Iowa General Assembly; Iowa Legislative Service Bureau
1102D	1995 Summary of Legislation; Iowa General Assembly; Iowa Legislative Service Bureau
1102E	1996 Summary of Legislation; Iowa General Assembly; Iowa Legislative Service Bureau
1102F	1997 Summary of Legislation; Iowa General Assembly; Iowa Legislative Service Bureau
1103	Final Legislative Update; April 20, 1994
1104	6 cent Levy; September 14, 1994
1105	Iowa Association of Community College Trustees; 1995 Legislative Session; Final Report
1106A	Iowa Association of Community College Trustees; Iowa Association of Community College Presidents; Summary of 1996 Legislation; Final Report
1106B	Iowa Association of Community College Trustees; Iowa Association of Community College Presidents; Summary of 1997 Legislation Final Report; June 10, 1997
1107	Code of Iowa, 1997; Volume II; Subtitle 2: Community Colleges
1108	House File 655
1109	Kirkwood Community College: Trustee Handbook

1110A	Mission Statement of Kirkwood Facilities Foundation [Changed from 1110]
1110B	Kirkwood Community College's Mission and The Resource Development Department
1110C	Kirkwood Community College's Mission--Online (http://www.kirkwood.cc.ia.us:80/mission.html)
1110D	Kirkwood Community College; Our Mission; Our Vision; Goals; Beliefs
1111	Technology Plan for Kirkwood Community College; July 1, 1997 - June 30, 2001
1112	Notification of Accreditation of KCC; 2/27/90
1113	Kirkwood Advancement Team; 1998 Vision and Future Needs Project
1114	Informational Package to: Iowa Community College Superintendents From Norm Nielsen; February 11, 1998 Contents; Enrollment Comparisons with Service Area Populations; Degrees and Awards; AS10 Comparisons, FY97 to FY96; FTE per 1,000 Service Area Population; Property Tax Support; Revenues as a Percentage of Total Revenue, FY97, FY96; Expenses as a Percentage of Total Expenses, FY97, FY96; Fund Balances; Revenues per Eligible FTE Enrollment
1115	Self Study Steering Committee Philosophy and History of Kirkwood Planning by Terry Moran and transcribed by Rhonda Kekke; 3/12/98
1300	Kirkwood Community College Administrative Staff; Includes: Title, Years at Kirkwood, and Degree Level
1301	Code of Iowa, 1997; Volume I; Subtitle 9; Restraints on Government; Chapter 21: Official Meetings Open to Public (Open Meetings)
1302	Iowa Community College Conference (iccc); Constitution & By-Laws; April 1998
1400	Kirkwood Planning Model [Pyramid]
2000	**Institutional Reports, 1989-present**

2001A	Kirkwood Community College Annual Report 1990-91 [President's Report]
2001B	Kirkwood Community College Annual Report 1992 [President's Report]
2001C	President's Report '93 [1992-93]
2001D	President's Report '94 [1993-94]
2001E	President's Report '95 [1994-95]
2001F	President's Report '96 [1995-96]
2001G	President's Report 1997 [1996-97]
2001H	President's Report 1998 [1997-98]
2002	Annual Progress Report Submitted to the Iowa Department of Education by Norm Nielsen, President; Kirkwood Community College; February 1991
2003	Annual Progress Report Submitted to the Iowa Department of Education by Norm Nielsen, President; Kirkwood Community College; February 1992
2005	Annual Progress Report Submitted to Iowa Department of Education by Dr. Norm Nielsen, President; Kirkwood Community College; February 1993
2008	Annual Progress Report Submitted to Iowa Department of Education by Norm Nielsen, President; Kirkwood Community College; March 1994
2009	AACC Special Reports No. 4; Community Colleges: Core Indicators of Effectiveness: A Report of the Community College Roundtable, 1994
2100	Advisory Committee Survey: Program Evaluation Form Employer Survey: Employee/Graduate Evaluation Form Graduate Follow-up Survey Student Satisfaction Before Graduation (Disks are included in the packet. 96-97; 97-98)

2101 Career Development Center Workshop Evaluation

2102 Kirkwood Community College Home Page (http://www.kirkwood.cc.ia.us/)

2103 Welcome to Kirkwood

2104 Partnerships: Building Opportunity for Community College Students; By: Dr. Norm Nielsen, President; Kirkwood Community College

2200 Institutional Effectiveness; Departmental Follow-Up:
Enrollment Services
Plant Services
Off-Campus Instruction
Financial Aid Department
Heritage Area Agency on Aging
Community Education
Marketing/Financial
Marketing and Admissions
Video & Media Services Dept./Telecommunications Division
Broadcast Engineering
Telecommunications - Instructional Services
Student Activities; Marketing Services; Admissions Services
November 23, 1993

2201A Kirkwood Community College International Relationships; Study Abroad Programs: London and Cambridge, Fall Semester 1998; Summer Session in Cuernavaca, Mexico, July 11-August 1, 1998

2201B Kirkwood Community College International Relationships: (a) Memorandum of Cooperation Between Kirkwood Community College and Dalian University of Foreign Languages, (b) Memorandum of Cooperation Between Kirkwood Community College and Olds College

2300 Department of Education; Bureau of Community Colleges; Grimes Office Building; Des Moines, IA 50319; Annual Report Fiscal Year 1998; Includes: General Fund AS-15E: Fund 1, Fund 2, Fund 7; Balance Sheet AS-15 D; Reimbursement Report

2301 Kirkwood Community College. "Campus Crime Statistics: 1993-94 through 1997-98."

2302 Marketing & Communications Services; Revised 2/98

2400A Partnerships: Door to the Future for Community Colleges; By: Dr. Norm Nielsen, President; Kirkwood Community College; Cedar Rapids, Iowa [1993] (Original in Archives RG1 Folder 19 Box 98)

2400B Leadership Abstracts; Partnerships: Doors to the Future for Community Colleges; Norman R. Nielsen; Published by the League for Innovation in the Community College (Original in Archives Box 98, Folder 5)

2400C Nielsen, Norm. "Community College Partnerships: A Door to the Future." The Company We Keep: Collaboration in the Community College. By John E. Roueche, Lynn Sullivan Taber, and Suanne D. Roueche. Washington, DC: Community College Press, 1995. 149-162.

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2402 "Reflections," By Norm Nielsen; Kirkwood Community College; August 1995 (Original in Archives RG 1, Section VII; Nielsen, Misc; Box 103, Folder 22)

2403A Nielsen, Norm. "Community Colleges Thrive on Partnering." Gazette [Cedar Rapids, IA] 8 Jan. 1994: n. pag.

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2403C Nielsen, Norm. "Kirkwood Takes its Middle Name Seriously." Gazette [Cedar Rapids, IA] 22 Mar. 1998: n. pag.

2500 "Kirkwood Invites Public Comments." Tipton [Iowa] Conservative and Advertiser 9 June 1999: 13.

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3000 Financial Resources

In Each Folder in Category 3001 the following items are included:
AS-15E Actual Revenue and Expense, Unrestricted Fund 1
AS-15E Actual Revenue and Expense, Restricted Fund 2
AS-15E Actual Revenue and Expense, Plant Fund 7

AS-15E Balance Sheet
CE-4B Pro-Rate Sheet (includes contact hours and prorated expenses)

3001A Annual Reports Fiscal Year 93 and Independent Auditor's Reports; June 30, 1993

3001B Annual Reports Fiscal Year 94 and Independent Auditor's Reports; June 30, 1994

3001C Annual Reports Fiscal Year 95 and Independent Auditor's Reports; June 30, 1995

3001D Annual Reports Fiscal Year 96 and Independent Auditor's Reports; June 30, 1996

3001E Annual Reports Fiscal Year 97 and Independent Auditor's Reports; Financial Statements and Supplemental Information; Schedule of Findings and Questioned Costs; June 30, 1997

3002A College Financial Statistics; FY 1989 thru 1998

3100A Kirkwood Community College Facilities Foundation; Financial Report, June 30, 1992

3100B Kirkwood Community College Facilities Foundation; Financial Report, June 30, 1993

3100C Kirkwood Community College Facilities Foundation; Financial Report, June 30, 1994

3100D Kirkwood Community College Facilities Foundation; Financial Report, June 30, 1995

3100E Kirkwood Community College Facilities Foundation; Financial Report, June 30, 1996

3100F Kirkwood Community College Facilities Foundation; Financial Report, June 30, 1997

3101A Kirkwood Community College Foundation; Financial Report, June 30, 1992

3101B Kirkwood Community College Foundation; Financial Report, June 30, 1993

3101C	Kirkwood Community College Foundation; Financial Report, June 30, 1994
3101D	Kirkwood Community College Foundation; Financial Report, June 30, 1995
3101E	Kirkwood Community College Foundation; Financial Report, June 30, 1996
3101F	Kirkwood Community College Foundation; Financial Report, June 30, 1997
3200	Kirkwood Community College 1998-99 Tuition Schedule
3201	Kirkwood Community Partners at Work; The Kirkwood Foundation
3202	An Implementation Study Prepared for Kirkwood Community College [The Kirkwood Foundation]; February 1996, by Clements & Associates]
3300	The Kirkwood Community College Foundation 1998 Annual Report
3301	Plant Fund Activity Analysis; July 1, 1995 thru [sic] June 30, 1996; July 1, 1996 thru [sic] June 30, 1997; July 1, 1997 thru [sic] June 30, 1998
3400	Financial Data: College Financial Statistics; FY 1989 thru 1998
3401	Moody's Municipal Daily Rating Recap; Moody's Investors Service
3402	United States Department of Education; Region VII; [Program Review]; February 28, 1997
3403	U.S. Department of Education; Program Participation Agreement; Date Stamped: July 31, 1997
3404	Official Cohort Default Rate (FY 1996, FY 1995, and Fy 1994)
3405	Fiscal Operations Report and Application to Participate (FISAP)
3406	United States Department of Education; Office of Postsecondary Education; Southeast Case Management Division; [stamped Sep 17 1997]; Letter to Dr. Norm Nielsen as notification of the eligibility of

	Kirkwood Community College as an institution under the Higher Education Act of 1965, as amended (HEA)
4000	**Physical Resources**
4001A	Capital Improvement Lists, FY 96
4001B	Capital Improvement Lists, FY 97
4002	Facilities Project Funding (FY1998-FY2001)
4300	Equipment Purchases Listing (1995-96, 1996-97, 1997-98)
4400	Summary Comparison Fall 1988 to Fall 1998; Building and Classroom Utilization; From Report #3218
4401	Building Measurements; June 30, 1998
5000	**Instruction**
5001	Institutional Capability in International Training: Kirkwood Community College: Faculty and Staff Activities Undertaken Overseas
5002	Institutional Capability in International Training: Kirkwood Community College: International Training Conducted on Campus
5003	Memorandum of Agreement: Mount Mercy College and Kirkwood Community College
5004	Academic Assessment Plan, 1992-95
5004B	1998 Assessment Update, Kirkwood Assessment Plan
5005	Instructional Assessment, August 1996
5006	University of Iowa Academic Performance Report for Transfer Students from Kirkwood Community College; Cedar Rapids, Fall 1996; Spring 1997; Summer 1997
5007	Assessment Steering Committee Meeting: February 19, 1997
5008A	General Education Assessment Report; Kirkwood Community College; May 1997
5008B	Placement Assessment Project, 1996-97

5008C	Outcomes Assessment Project, 1996-97
5008D	Assuring Quality Student Learning in Distance Programming (Assessment)
5008E	Writing Across the Curriculum Survey (Assessment); Spring Semester 1996
5009A	Minutes of Interdisciplinary Steering Committee Meeting; June 5, 1997; July 10, 1997; September 3, [1997]; October 21, 1997; April 14, 1999
5009B	Minutes of Interdisciplinary Steering Committee Meeting; January 30, 1998
5009C	Minutes of Interdisciplinary Assessment Steering Committee Meeting; February 20, 1998
5009D	Minutes of Interdisciplinary Steering Committee Meeting; April 1, 1998
5009E	Minutes of Interdisciplinary Assessment Steering Committee; 5/13/98
5010	General Education Assessment Team Minutes September 23, 1997; October 20-21, 1997; November 17-18, 1997
5011	General Education Assessment; Call for Participation in Data Collection; Fall 1997
5012	Library Survey; Fall 1997 and Fall 1998
5012A	Library Survey Results; Fall 1997
5012B	Library Survey Results; Fall 1998
5012C	Library Survey; Comparison of Data for 1997 and 1998 (Iowa City and Cedar Rapids)
5100	Bylaws of the Arts and Sciences Curriculum and Instruction Committee; December 1980-1995
5100A	Curriculum and Instruction Committee; March 5, 1996; Formal Review of English Courses for Re-renewal of Permanent Course Status

5100B	Curriculum and Instruction Review; Arts and Humanities Department; March 1997; Submitted by Rhonda Kekke, Associate Dean for Arts and Humanities to Tom Sears, Chair, Curriculum and Instruction Committee; Review Date: April 15, 1997
5100C	Social Science and Career Option Programs Department Curriculum & Instruction Review; March 31, 1998
5100D	Feedback on C & I Review; Robert Sessions, Chair, Curriculum and Instruction Committee; May 5, 1998 and Memo to: Terry Moran; Report on Committee Review of Social Science Department Curriculum; May 5, 1998
5100E	Curriculum & Instruction Committee Minutes; Sept. 4, 1990 - May 12, 1998
5100F	Curriculum and Instruction Committee; Checklist for Five Year Department Review of Courses with Class II Status
5101A	Credit Hours Faculty Loading; Fall 1992
5101B	Credit Hours Faculty Loading; Spring 1993
5101C	Credit Hours Faculty Loading; Summer 1993
5101D	Credit Hours Faculty Loading; Fall 1997
5101E	Credit Hours Faculty Loading; Spring 1998
5101F	Executive Summary: Faculty Loading Report; Fall Terms 1990 - 1997
5101G	Executive Summary: Faculty Loading Report; Spring Terms 1991 - 1998
5102	Academic Policies and Procedures Committee Bylaws; Revised January 1997
5103	Kirkwood Community College: Program Plan; Fall, 1997
5104	Chapter 16; Occupational and Postsecondary Endorsements and Licenses; August 31, 1997

5105	Grade Distribution: Summary Grand Totals for 1993: Fall; 1994: Spring, Summer, Fall; 1995: Spring, Summer, Fall; 1996: Spring, Summer, Fall; 1997: Spring, Summer, Fall 1998: Spring; [Will be updated]
5106	Faculty Academic Achievements: 9/26/94; 1/12/95; 5/9/95; 12/6/95; 12/10/96; 1/12/98; 4/27/98; 12/23/98; 5/5/99 [Will be updated]
5107A	Full-Time Faculty: Arts & Sciences, Applied Science & Technology, Miscellaneous Faculty; Name, Dep't, Courses Taught, Degrees College, Major 2/9/98
5107B	Full-Time Faculty: Dep't, Age, Years Employed at Kirkwood, Contract Days 6/30/98
5107C	Full-Time Faculty: Degrees Obtained, Other Colleges Attended (Received 2/20/98)
5108	Altieri, G., & Cygnar, P. M. (1997). A new model for general education in associate's degree programs: Developing and teaching a core across the curriculum. Community College Review, 25(2), 3-19.
5109	Adjunct Faculty Survey; Preliminary Survey Results; 8/97
5110	Majors in Alpha Order [degrees, state CIP, credit hours, contact hours]
5111A	Current Enrollment Partial Drops Counted; Arts & Sciences, Applied Science & Technology, Complete Withdrawal; Fall: 95, 96, 97
5111B	Current Enrollment Partial Drops Counted; Arts & Sciences, Applied Science & Technology, Complete Withdrawal; Spring: 96, 97, 98
5111C	Current Enrollment Partial Drops Counted; Arts & Sciences, Applied Science & Technology, Complete Withdrawal; FY: 96, 97, 98
5112A	Kirkwood Community College 1997-99 Catalog; 1999-2001 Catalog
5112B	Kirkwood Community College Online Catalog (http://www.kirkwood.cc.ia.us:80/catalog/index.html)
5113	Credit Class Schedule; Spring 1998; Fall 1998; Summer 1998; Spring 1999

5114A	Career Program Assessment Minutes; 1997: 9/8, 10/6, 11/10, 12/1
5114B	Career Program Assessment Minutes; 1998: 2/2, 3/2, agenda 4/6
5114C	Career Program Assessment Summative Report (1997-98)
5115	Faculty College Degrees; Compiled by Paul Hauser; Criterion Two
5116	Instructional Technology Advisory Committee Minutes; 5/12/98
5117	Instruction Branch Meeting Minutes; March 3, 1998
5200	Criteria 2; Academic Support; Library
5201	Statistics; Library; Cedar Rapids Campus [Reference, FY 95-97; Circulation, 1997; Interlibrary Loan & Document Delivery, 1993-1997
5202	Financial Accounting; Library; Cedar Rapids Campus
5203	LRC Statistical Reports; Iowa City Campus
5204	Kirkwood Community College; Learning Technology Initiative; Request for Proposals; 5/14/98
5205	Marketing Plan for the Kirkwood Centers
5206	Library Services for the Kirkwood Centers
5207	Distance Delivery Study/Course Completions
5301	" 100 Top Associate Degrees Conferred, 1994-95; " Community College Week; 14 July 1997: 9.
5302	Grade Distribution - Summary for Arts and Sciences (T) and Applied Sciences (V); Fall 1994; Fall 1996; Fall 1997
5304	Kirkwood in Your County: Iowa: Kirkwood Williamsburg Center; Fall Semester Begins August 24, 1998
5305	Kirkwood in Your County: Cedar: Tipton Center
5306	Kirkwood Telecommunications System: A Network of People, Linked by Technology; Includes KTS Enrollments Fall 1995-Fall 1998

5307 Nielsen, Norm and Ellen J. Habel. "Kirkwood Community College; Cedar Rapids, Iowa." Learning Without Limits: Model Distance Education Programs in Community Colleges. Eds. Judy Lever-Duffy, Randal A. Lemke, and Larry Johnson. Mission Viejo, CA: League for Innovation and Miami-Dade Community College District, 1996. 31-34.

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5310 Arts and Humanities Assessment Project Department Report, All Results, Fall 1996

5311 Adjunct Faculty Degree Information; 10/20/98; Report X02224B

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5313 Information Technology Center

5314 Teaching Circles Project; 1999

5314A 1999 Teaching Circles Project Roster

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5400 ACCESS Education Commission

5401 Credit Hour by Location Comparison; Fall Semester 14th Day; September, 1998

5402 Distance Learning Course Materials

5403 Guided Self Study End-of-Course Survey

5404 Telecommunication's Developments 1978-1988

5405 Adjunct Faculty; Summary of Professional Development Fund FY96, FY 97, FY98

5406 Credit Hour by Location Comparison; 14th Day; August 1998, Summer Semester (1994-1998); September 1998, Fall Semester (1994-1998); January 1999, Spring Semester (1995-1999) [Benton, Cedar, Iowa, Johnson, Jones, Linn, Marion, Resource, Washington, ICN, Other off-campus]

5407 League for Innovation Colleges: Lab Loading Formula; Contact Hours--Full-Time Load; Source; Comments

5408 General Education Curriculum Inventory

5408A General Education (Gen Ed) Results, 1999

5409 Colorado Community College & Occupational Education System [Part-Time Faculty Survey]

5410A Syllabus for Microbes and Society

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5412 General Education Goals/Objectives by Arthur Khaw, Ed.S.; May 15, 1999

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5501 Perkins Test Results

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6001 Kirkwood Community College: International Student Statistics: Visa Students, Immigrant Students, and Refugee Students Enrolled in College Credit Programs; Fall Semester 1996-97; International Studies Department; 134 Linn Hall

6002 Fall 1997 College and Data Summary

6003 Kirkwood Community College Course Substitution Policy Based on Disability

6100 Kirkwood Community College Arts & Sciences Division Advising Handbook

6101 The 1997-98 Student Guide; Financial Aid from the U.S. Department of Education

6102 Kirkwood Student Handbook & Planner; 1997-1998

6103 Post-Secondary Enrollment Options Act

6104 Kirkwood Community College; Post-Secondary Enrollment; Fall 1994-Spring 1998

6105 Official 10th Day; Summer 1992 - Fall 1997

6106 Admissions Services (http://www.kirkwood.cc.ia.us:80/admissn.html)

6107 Individual Course Changes/Complete Withdrawal Form

6108 Registration and Enrollment (http://www.kirkwood.cc.ia.us:80/registra.html)

6109 Admission Requirements for Younger Students

6110	Application for Admission
6111	Student Rights, Privileges, and Responsibilities
6200	National Junior College Athletic Association 1997-1998 Handbook & Casebook
6201A	Americans with Disabilities Act (ADA): Student Services Policies & Procedures; 5/98
6201B	Kirkwood Community College Course Substitution Policy Based on Disability
6201C	Kirkwood Community College; Americans with Disabilities Act Accommodation for Education Programs, Activities and Other Student Services; 5/5/93
6300	Focus: The Kirkwood Social Sciences Journal; 1998
6301	Student Survey Results, Year One and Year Two Students, 1997 (Use of the Advising Center)
6302A	Student Surveys; Freshman; 1995, 1997
6302B	Student Surveys; Sophomore; 1995, 1997
6302C	Data taken from 6302A and 6302B (Number who Transfer, Student Characteristics, Ethnic Profile, Exam/waived/transfer Counts, Career Option, Arts & Sciences) 4/22/98
6302D	Student Surveys; Freshman; 1999
6302E	Student Surveys; Sophomore; 1999
6303	Kirkwood 1998-99 Student Clubs & Organizations
6400	TGIF Enrollees 1997-1998
6401	COMPASS/ASSET Placement and Outcome Data
6402	High School Students Enrolled at Kirkwood
6404	Student Characteristics Fall Term Enrollment Trends, 1988-Present

Ethnic Profile; Credit Students; 1986-1997
Enrollment Growth: Fall 1988-Fall 1995
Enrollment Growth: Arts and Sciences vs Applied Science and Technology; Fall 1988-Fall 1995 (Percentage and Number of Students)
Enrollment Growth: Women vs Men; Fall 1988-Fall 1995 (Percentage and Number of Students)
Enrollment Growth: Full-Time vs Part-Time; Fall 1988-Fall 1995 (Percentage and Number of Students)

6405 General Education Student Survey Results; General Education Student Survey; Spring 1998: Objective, Current Ability, Kirkwood Influence; Skill Levels, Incoming, Current, and Influence

6406 High School Articulation; In District; Out of District; (1/14/99); Report #2649

6407 Partnerships for the Future; Articulation Agreements: Programs and High Schools

7000 Continuing Education and Community Services

7001 Heritage Area Agency on Aging

7002 kcck

7003 CASAS (Comprehensive Adult Student Assessment System); CASAS Competencies, 1996

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7004B Community College Consortium for Health and Safety Training (CCCHST); FY 1998 Progress Report: EPA Superfund Worker Training Program

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7100B	IDED Workforce Development 1997 Annual Report
7100C	IDED Workforce Development 1998 Annual Report
7101	Building Tomorrow's Workforce; Iowa's Strategic Plan
7200	Vocational Supplemental and Continuing and General: Registration History in the counties
7201	Kirkwood Community College; Community/Continuing Education Evaluation Form
7202	Iowa Manufacturing Technology Center Report; April 20, 1998
7203	The Involvement Magazine; Published by the Heritage Area Agency on Aging and Marengo Publishing Corporation; Senior Issues Conference [Cover Story]; July 1998
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7205	Criteria 2; Outreach; Heritage Agency on Aging
7300	Iowa Small Business Development Centers; 1997 Annual Report
7301	Community/Continuing Education Evaluation Data
7302	Graduate Survey I and Graduate Survey II: GED/Adult High School; 1995-1996; 1996-1997; 1997-1998
7303	Postsecondary Enrollment Option: FY 91-FY98; Contracted College Credit Courses: 1994-95; 1995-96; 1996-97; 1997—98
7303A	Postsecondary Enrollment Option; Fall 1994-Spring 1999
7304	Heritage Area Agency on Aging:FY '98 Cash Financial Report; FY '98 Program Unit Report
7305A	Kirkwood Community College Accelerated Program; Job Task Inventory: Mainframe Entry Level Programmer; January 1997

7305B Kirkwood Community College Accelerated Program; Job Task Inventory: LAN Technical Support Specialist; February 1997

7305C Kirkwood Community College Accelerated Program; Job Task Inventory: Mid Range Entry Level Programmer; February 1997

7305D Kirkwood Community College Accelerated Program; Job Task Inventory: PC Programmer/System Analyst; February 1997

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7400 Adult Basic Education Program Pre-Post Assessment Report,

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8000 Information Services

8000A Technology Plan for Kirkwood Community College; July 1, 1997-June 30, 2001 [See Folder 1111]

8001A Technology Resources Comparison, 1989, Estimates for 1999

8001B Computer Technology Resources Comparison, 1989, 1998; 11/24/98

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8002B Description of ACCES and its Purpose (in the file)

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8300	Emergency/Crisis Communications
8400	Nielsen, Norm. "Transitioning to the Information Age." Kirkwood Currents Fall 1994: n. pag.
9000	**Human Resources and Staff Development**
9001	Hiring Process Guidelines
9002	Staff Award Program Nomination Forms
9003	Exit Interview Form
9004	Employee Contract Forms
9005	New Employee Survey Form
9005A	New Employee Survey Results for Those Hired April 1998-June 1998 [This item is stored in the Human Resources Department, 317 Kirkwood Hall.]
9006A	Faculty Professional Development Guidelines for Applications and Awards; Revised 8/96; New Guidelines for Awards, March 30, 1999
9006B	Faculty Professional Development Report; 1986 - Present
9006C	Faculty Professional Development Committee; Minutes; March 5, 1998
9007	Equal Employment Opportunity/Affirmative Action Program, April 1998

9008	Kirkwood Community College Part-Time Employee Information Guide, 1995
9009	Employee Handbook, 1996
9011	Adjunct Faculty Handbook, 1998-2000
9013	Human Resources Annual Report to the Kirkwood Board of Trustees, September 1997
9013A	Human Resources Annual Report to the Kirkwood Board of Trustees, September 1998
9014	Agreement Between Kirkwood Community College Faculty Association and Kirkwood Community College, 1998-2000
9100	Kirkwood Community College: Organization Chart, 1997-98
9101	Standing Committee Members; 1997-98
9101B	Standing Committee Memberships; 1998-99
9101C	Standing Committee Surveys
9102	Human Resources Office Responsibilities
9103	Staff Development Activity List--Staff/Faculty and Administration 1996-97
9104	Staff Development Packet
9105	Board of Educational Examiners; Practitioner Preparation and Licensure Bureau 1/31/97
9106	Faculty/Staff Hiring Procedures Packet
9200	Kirkwood Community College; Annual Leadership Recognition Dinner; Thursday, October 9, 1997, 6:30 p.m.; Class Act Restaurant, Iowa Hall
9300	Safety Committee Meeting; May 8, 1998
9301	Sample Job Descriptions; Classified/Professional Support Employment Information

9302	Performance Review Guide: Classified/Professional Support; Performance Review Guide: Part-Time Employee; Guide to Retrieving Forms From a Computer; Supplemental Form A (During first three years of employment); Employee Self-Assessment
9303	Application for Employment
9304	Kirkwood Staff Mentor Program
9305	Staff Evaluation of Supervisor
9306	Classified/Professional Support (CPS) Constitution & By-Laws; CPS Association History of Kirkwood's CPS Organization CPS Fact Finding Survey - Conducted Fall 1998 Memo from CPS Executive Board to Operations Team, April 14, 1999; Proposed Salary/Benefit/Policy Package for Fiscal Year: July 1, 1999 - June 30, 2000, Developed by Kirkwood Community College Classifed & Professional Support Association Salary Survey Assessment
9307	Faculty/Staff Surveys, 1995, 1997
9307A	Faculty/Staff Surveys, 1999
9307B	Faculty/Staff Surveys, 1999; Adequacy Classrooms; Adequacy Laboratories
9307C	Three-Year (1995, 1997, and 1999) Comparison of Faculty/Staff Survey Results
9307D	Faculty/Staff Surveys, 1999; Frequencies [a subset of 9307A]
9401	Mentor Surveys
10000	**Self-Study/NCA Resources**
10001	Self Study for the North Central Association of Colleges and Secondary Schools, May 1, 1969 ***[Resource room only. Do not check out]***

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10004 NCA Self Study Report: Submitted to North Central Association of Colleges and Schools; August 1989 ***[Changed to # 11033, which cannot be checked out]***

10005 Report of a Visit to Kirkwood Community College; Cedar Rapids, Iowa, for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools; October 16-18, 1989 ***[Resource room only.]***

10006 Sample: Self-Study Report; Macomb Community College, 1997

10007 Sample: NCA Self-Study Report; Northeast Iowa Community College; Fall 1997

10008A NCA Quarterly Vol. 71; 1997

10008B NCA Quarterly Vol. 71, No. 4; Spring 1997

10009 Handbook of Accreditation; North Central Association of Colleges and Schools Commission on Institutions of Higher Education; Chicago, IL, September 1997

10100 Kirkwood Self-Study Steering Committee Minutes of Meetings

10101 Sample: NCA Self-Study; Johnson County Community College; October 1996

10102A Sample: NCA Self-Study; Iowa Lakes Community College; 1998

10102B Sample: NCA Self-Study; Iowa Lakes Community College; 1998; Chapter Ten: Summary of Strengths and Opportunities for Growth

10102C Sample: NCA Self-Study; Iowa Lakes Community College; 1998; Chapter Eleven: Request for Continued Accreditation

10102D Sample: NCA Self-Study; Iowa Lakes Community College; 1998; Faculty and Staff Survey of College Environment

10102E Sample: NCA Self-Study; Iowa Lakes Community College; 1998; Community of Learners Survey

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11001 Merged Area X; Area X Community College; Cedar Rapids, Iowa; Examination Visit; Fall 1968

11002A Kirkwood Community College; North Central Association; Basic Institutional Data Forms; Fall 1969; Section I

11002B Kirkwood Community College; North Central Association; Basic Institutional Data Forms; Fall 1969; Section II

11003A Report of a Visit to Kirkwood Community College; Cedar Rapids, Iowa; January 29-30, 1970, for the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools

11003B Report of a Visit to Kirkwood Community College; January 21-23, 1980, for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools ***[Use in the Resource room only. Do NOT check out.]***

11004 Supplement to the Self Study for the Department of Public Instruction and the Regent Committee on Educational Relations; Submitted January 1974, by Kirkwood Community College

11005 Merged Area X Kirkwood Community College; Cedar Rapids, Iowa; Evaluation Visit; Winter 1974

11006 Annual Progress Report Submitted to Iowa Department of Public Instruction by Selby A. Ballantyne, Superintendent; Kirkwood Community College; December 1974

11007 Annual Progress Report Submitted to Iowa Department of Public Instruction by Selby A. Ballantyne, Superintendent; Kirkwood Community College; December 1975

11008 Annual Progress Report Submitted to Iowa Department of Public Instruction by Selby A. Ballantyne, Superintendent; Kirkwood Community College; December 1976

11009 Annual Progress Report Submitted to Iowa Department of Public Instruction by Selby A. Ballantyne, Superintendent; Kirkwood Community College; November 1977

11010A Charrette One Master Plan/Self-Study; December 1-2, 1978

11010B Charrette Report I; Master Plan/Self-Study; Dec. 15, 1978

11011 Annual Progress Report Submitted to Iowa Department of Public Instruction by Bill F. Stewart, Supt./ President; Kirkwood Community College; January 1 - December 30, 1978

11012 Progress and Performance: A Five-year Perspective; 1978-79 - 1982-83

11013 Self Study Abstract, 1979

11014 Charrette Homework Packet; April 6, 1979

11015 Charrette Report II; Master Plan/Self-Study; April 27, 1979

11016 Master Plan: 1984, "The Future Begins at Kirkwood," as recommended by Bill F. Stewart (Supt./President) and adopted by the Kirkwood Community College Board of Directors on August 23, 1979

11017 Annual Progress Report Submitted to Iowa Department of Public Instruction by Bill F. Stewart, Supt./President; Kirkwood Community College; January 1 - December 30, 1979

11018 Facilities Master Plan; 1980-1990; August 14, 1980

11019 Annual Progress Report Submitted to Iowa Department of Public Instruction by Bill F. Stewart, Supt./President; Kirkwood Community College; January 1 - December 30, 1980

11020 Annual Visitation report; Merged Area X Kirkwood Community College; January 27, 28, 1981

11021 Annual Progress Report Submitted to Iowa Department of Public Instruction by Bill F. Stewart, Supt./President; Kirkwood Community College; January 1 - December 31, 1982

11022 Progress Report: Kirkwood Community College; Cedar Rapids, Iowa; Submitted to North Central Association of Colleges and Schools; Commission on Institutions of Higher Education; May 1, 1983

11023 Charrette I Master Plan Workbook: February 24 & 25, 1984

11024 Charrette I Master Plan Report: March 16, 1984

11025 Charrette II: Master Plan Workbook: April 27 & 28, 1984

11026A The Master Plan; 1984-1989

11026B The Master Plan; 1984-1989; Two-Year Progress Report

11027 Annual Progress Report Submitted to Iowa Department of Public Instruction by Norm Nielsen, President; Kirkwood Community College; December 1985

11028 Annual Progress Report Submitted to Iowa Department of Education by Norm Nielsen, President; Kirkwood Community College; December 1986

11029 Annual Progress Report Submitted to Iowa Department of Education by Norm Nielsen, President; Kirkwood Community College; January 1988 University Enrollment

11030 NCA Mission Committee (Mission and Purposes); 1988-89

11031 Annual Progress Report Submitted to Iowa Department of Education by Norm Nielsen, President; Kirkwood Community College; March 9-10, 1989 [Cover: Iowa Department of Education Visit]

11032 Annual Progress Report Submitted to the Iowa Department of Education by Norm Nielsen, President; Kirkwood Community College; December 1989

11033 NCA Self Study Report: Submitted to North Central Association of Colleges and Schools; August 1989 ***[Use in the Resource Room only--Do NOT check out; #10004 copies can be checked out.]***

Glossary of Acronyms
1999 Kirkwood Self-Study

AACC	American Association of Community Colleges
ABE	Adult Basic Education
ACCES	Alliance of Community Colleges for Electronic Sharing
ACCT	Association of Community College Trustees
ACT	College entry test from ACT (formerly American College Testing)
ADA	American Disabilities Act (Public Law 101-336)
ADVANCE	An accelerated Business program offered with Mount Mercy College
AST	Applied Science & Technology (formerly Career Education)
AV	Audio-Visual
CASAS	Comprehensive Adult Student Assessment System
CATS	Classroom Assessment Techniques
CCCHST	Community College Consortium for Health and Safety Training
CCID	Community Colleges for International Development
CDL	Commercial Drivers License
CIS	Computer Information Systems
CLEP	College Level Examination Program
CNC	Computer Numeric Control
COW	Kirkwood Center for Online Writing
CPS	Classified/Professional/Support
DARS	Degree Audit Records System
DOC	Iowa Department of Corrections
ECE	Early Childhood Education
ECIETC	East Central Iowa Employment and Training Consortium
EDI	Electronic Data Interchange
EEO	Equal Employment Officer
ELLIS	Multimedia ESL software
EMT	Emergency Medical Training
EPA	Environmental Protection Agency
FTE	Full-time Equivalent Students
FTEE	Full-time Enrollment Equivalent
FW	Fail/withdraw grade
GAAP	General Accepted Accounting Practices
GIS	Geographic Information System
GPS	Global Positioning System
GSS	Guided Self Study
HAAA	Heritage Area Agency on Aging
HMTRI	Hazardous Materials and Training Research Institute
ICN	Iowa Communications Network

IDOE	Iowa Department of Education
IEP	Individual Education Plan
IMCC	Iowa Medical & Classification Center
IRP	Individual Rehabilitation Plan
ITAC	Instructional Technology Advisory Committee
ITC	Information Technology Center
ITFS	Instructional Television Fixed Services
ITV	Interactive Television
IVR	Interactive Voice Response
IWD	Iowa Workforce Development
JP	Job Promise
JTPA	Job Training Partnership Act
K-TRAC	A voice response system that allows students to register and check on grades over a touch tone telephone (in-house written program)
KCCK	Kirkwood's Jazz Radio Station
KFA	Kirkwood Faculty Association
KTS	Kirkwood Television Service
LCLC	Linn County Library Association
LearningPlus	Software program
LLP	Auditors of Kirkwood Foundation and Facilities Foundation
MIS	Iowa Management Information Systems
MTC	Manufacturing Technology Center
NAEYC	National Association for the Education of Young Children
NAFSA	Association of International Educators (NAFSA is former name)
NCLEX	Critical thinking software
NCMPR	National Community College marketing group
NIEHS	National Institute of Environmental Health Science
NILRC	Northern Illinois Learning Resource Cooperative
NJCAA	National Junior College Athletic Association
NSF	National Science Foundation
OWI	Operating a Motor Vehicle while Intoxicated
SAFE	Mainframe-based Financial Aid software system
SBDC	Kirkwood Small Business Development Center
SGA	State General Aid
SPOT	Student Perception of Teaching
SSS	Student Support Services
T.O.M.A.	Top of Mind Awareness
TGIF	To Get Information Fast
USAID	United States Association for International Development
USIA	United States Information Agency

Appendix F

Kirkwood
COMMUNITY COLLEGE

6301 Kirkwood Blvd. SW
P.O. Box 2068
Cedar Rapids, Iowa 52406
319/398-5411

REQUEST FOR LEGAL NOTICE/Classified Section

PUBLIC NOTICE

Kirkwood Community College is seeking public comments about the college in preparation for its forthcoming periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit October 4-5, 1999 by a team representing the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The team will review the report and gather evidence at that time. Kirkwood has been accredited by the Commission since 1970.

The public is invited to submit comments regarding the College to:

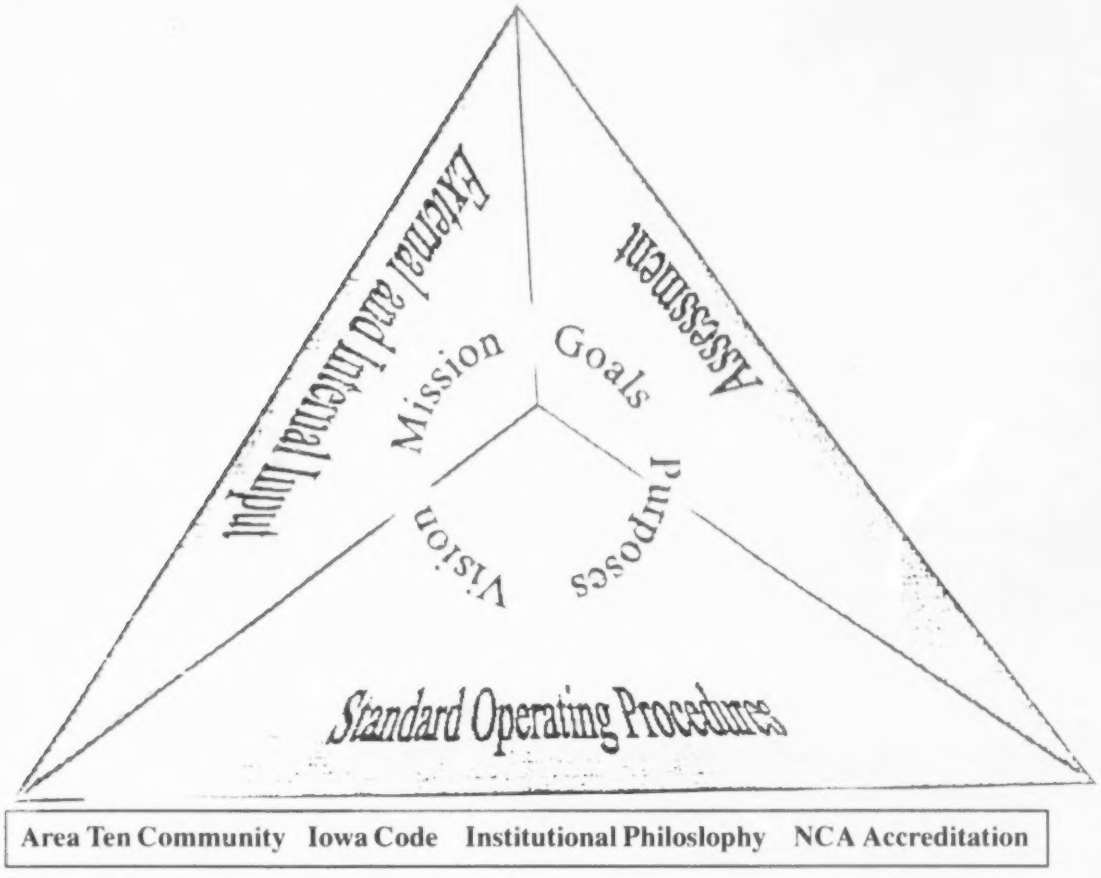
Public Comment on Kirkwood Community College
Commission on Institutions of Higher Education
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Comments must address substantive matters related to the quality of the College or its academic programs. Comments must be in writing and signed; comments will not be confidential.

All comments must be received by September 4, 1999.

Appendix G

The Kirkwood Planning Model



To meet new challenges and take advantage of new opportunities, Kirkwood Community College uses a non-episodic, systems model of planning rather than a more traditional "master plan" or "strategic plan." We designed the model as a three-sided pyramid; at the top of the pyramid are the Kirkwood vision, mission, goals and purposes. The three sides are input, operations, and assessment - - all of which affect and are affected by each other. The foundation of the pyramid includes those entities which ground the college - - the community it serves, the legislation which authorizes its existence, its institutional philosophy and its accreditation as a degree-granting institution of higher learning.

The Kirkwood plan reflects the college's commitment to continuous improvement. Input is sought, and information assessed, on an ongoing basis, with the resulths channeled into and through Kirkwood's standard operating structures for timely decision and action. All activities - - input, assessment and operations - - are directed at accomplishing Kirkwood's mission, goals and purposes. Thus planning at Kirkwood is a work that is always in progress.

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Appendix H

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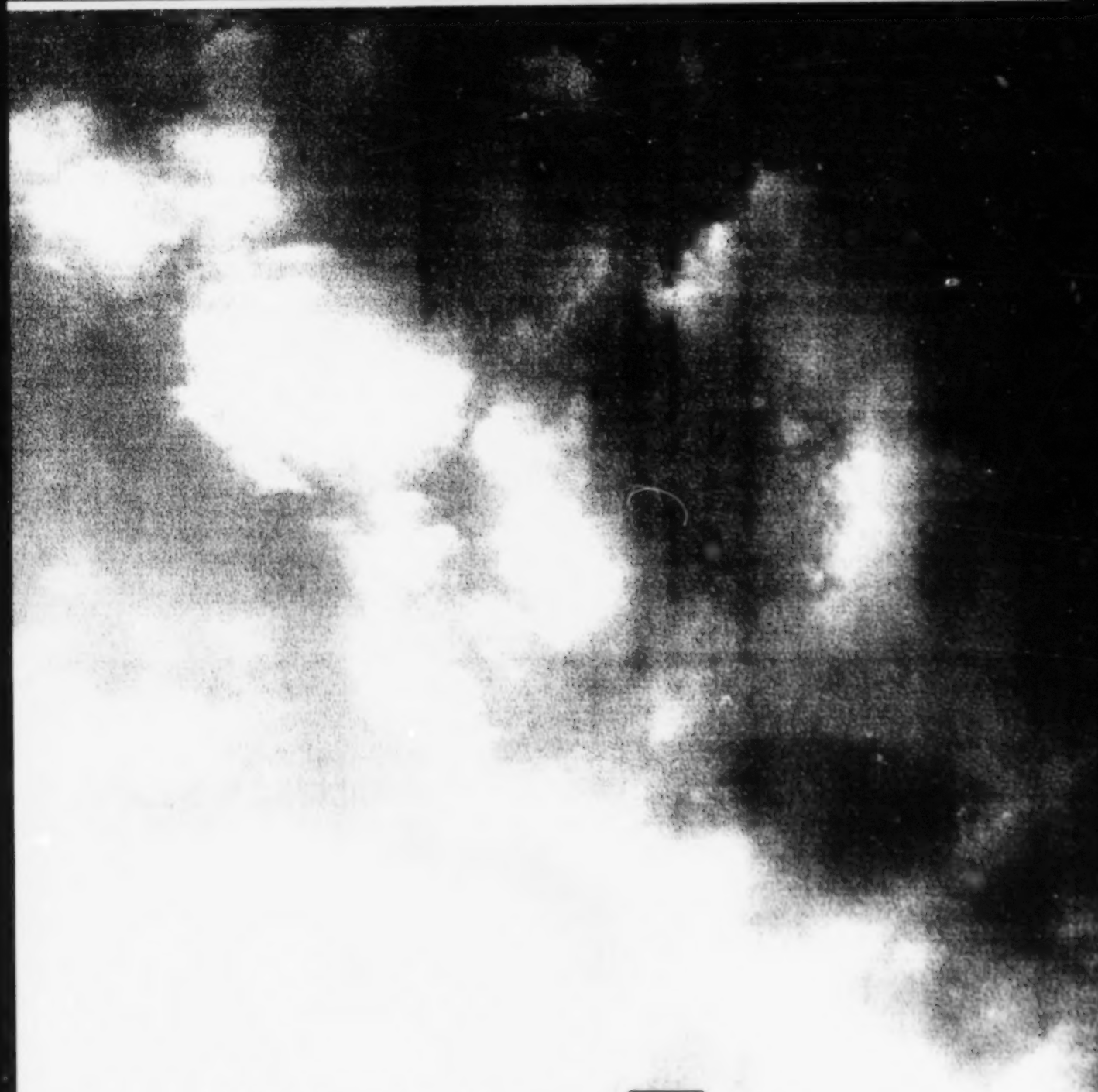

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